

NPS ARCHIVE
1998.03
NELL, J.

DUDLEY KNOX LIBRARY
NAVAL POSTGRADUATE SCHOOL
MONTEREY CA 93943-5101

NAVAL POSTGRADUATE SCHOOL

Monterey, California



THESIS

**THE NAVY'S DELAYED ENTRY PROGRAM: A STUDY
OF THE EFFECTIVENESS OF PREPARING RECRUITS
FOR BASIC TRAINING**

by

John Dennis Nell

March 1998

Thesis Advisor:
Associate Advisor:

Alice Crawford
Bernard Ulozas

Approved for public release; distribution is unlimited.

DUDLEY KNOX LIBRARY
NAVAL POSTGRADUATE SCHOOL
MONTEREY CA 93943-5101

REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instruction, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188) Washington DC 20503.

1. AGENCY USE ONLY (Leave blank)

2. REPORT DATE
March 1998

3. REPORT TYPE AND DATES COVERED
Master's Thesis

4. TITLE AND SUBTITLE : The Navy's Delayed Entry Program: A Study of the Effectiveness of Preparing Recruits for Basic Training

5. FUNDING NUMBERS

6. AUTHOR(S): John Dennis Nell

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)
Naval Postgraduate School
Monterey, CA 93943-5000

8. PERFORMING
ORGANIZATION REPORT
NUMBER

9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)

10. SPONSORING /
MONITORING
AGENCY REPORT NUMBER

11. SUPPLEMENTARY NOTES

The views expressed in this thesis are those of the author and do not reflect the official policy or position of the Department of Defense or the U.S. Government.

12a. DISTRIBUTION / AVAILABILITY STATEMENT

Approved for public release; distribution is unlimited.

12b. DISTRIBUTION CODE

13. ABSTRACT (maximum 200 words)

In FY-97, over 14 percent of all recruits who entered basic training attrited and nearly one-third of these were due to motivational problems. Could adequate training in the Navy's Delayed Entry Program (DEP) provide the necessary tools to prepare recruits for basic training and reduce attrition? This thesis examines the DEP's effectiveness in preparing recruits for basic training. It examines how well the recruits were prepared; the types of training conducted; how effectively the recruits perceived their training to be while in the DEP; use of the DEP Personnel Qualification Standards (PQS); DEP meetings; and required recruiter/recruit weekly contact. Recruits at basic training were surveyed on various questions that pertained to their time in the DEP. The findings showed that training is not being conducted in the DEP. DEP PQS is not utilized as a primary training guide. Over one-third of the recruits sampled indicated that they were not told what to expect at basic training. Finally, over one-third of the recruits felt that the DEP did not prepare them for basic training. Recommendations were made to improve training in the DEP.

14. SUBJECT TERMS

Delayed Entry Program, DEP, Attrition, Basic Training, United States Navy, Training, Great Lakes, Recruit Training Center, Commander Navy Recruiting Command, Pre-entry Level Training, Realistic Job Preview, ICW.

15. NUMBER OF
PAGES 109

16. PRICE CODE

17. SECURITY CLASSIFICATION
OF REPORT
Unclassified

18. SECURITY CLASSIFICATION
OF THIS PAGE
Unclassified

19. SECURITY CLASSIFICATION
OF ABSTRACT
Unclassified

20. LIMITATION OF
ABSTRACT
UL

Approved for public release; distribution is unlimited.

**THE NAVY'S DELAYED ENTRY PROGRAM:
A STUDY OF THE EFFECTIVENESS OF PREPARING
RECRUITS FOR BASIC TRAINING**

John Dennis Nell
Lieutenant, United States Navy
B.S., University of Wisconsin, 1988

Submitted in partial fulfillment of the requirements for degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL

March 1998

ABSTRACT

In FY-97, over 14 percent of all recruits who entered basic training attrited and nearly one-third of these were due to motivational problems. Could adequate training in the Navy's Delayed Entry Program (DEP) provide the necessary tools to prepare recruits for basic training and reduce attrition? This thesis examines the DEP's effectiveness in preparing recruits for basic training. It examines how well the recruits were prepared; the types of training conducted; how effectively the recruits perceived their training to be while in the DEP; use of the DEP Personnel Qualification Standards (PQS); DEP meetings; and required recruiter/recruit weekly contact. Recruits at basic training were surveyed on various questions that pertained to their time in the DEP. The findings showed that training is not being conducted in the DEP. DEP PQS is not utilized as a primary training guide. Over one-third of the recruits sampled indicated that they were not told what to expect at basic training. Finally, over one-third of the recruits felt that the DEP did not prepare them for basic training. Recommendations were made to improve training in the DEP.

TABLE OF CONTENTS

I. INTRODUCTION.....	1
A. BACKGROUND.....	1
B. ATTRITION.....	3
C. RECRUITERS AND THE DEP.....	4
D. PURPOSE.....	8
II. LITERATURE REVIEW.....	9
A. DELAYED ENTRY PROGRAM STUDIES.....	9
B. SUMMARY OF DEP STUDIES.....	13
C. FIRST-TERM ATTRITION STUDIES.....	14
D. SUMMARY OF FIRST-TERM ATTRITION STUDIES.....	20
E. RELATION OF FINDINGS TO THESIS.....	21
III. METHODOLOGY.....	23
A. DATA SOURCE.....	23
B. CONDUCT OF THE SURVEY.....	23
C. SAMPLE.....	24
D. RESEARCH QUESTIONS.....	25
IV. SURVEY RESULTS.....	31
A. TYPES OF TRAINING CONDUCTED IN THE DEP.....	31
1. Overall Responses.....	32
2. “Successfuls” vs. “Unsuccessfuls”.....	35

3. Gender.....	38
4. Race.....	39
5. Age.....	40
6. Education.....	40
7. Time in DEP.....	42
8. DEP Meetings.....	42
9. Recruiter Contact.....	44
 B. DEP'S EFFECTIVENESS IN PREPARING DEPPERS FOR BASIC TRAINING.....	 46
1. The DEP Effectively Prepared Recruits for Basic Training (Q17).....	46
2. DEP PQS Prepared Recruits For Basic Training (Q22).....	48
3. DEP Could Have Prepared Recruits Better For Basic Training (Q32).....	52
 V. CONCLUSIONS & RECOMMENDATIONS.....	55
A. CONCLUSIONS.....	55
B. RECOMMENDATIONS.....	56
1. Re-establish Training Program.....	57
2. Realistic Job Preview (RJP).....	58
3. DEP Meetings.....	60
4. Organizational Change.....	61
5. "Making an Investment".....	62
 APPENDIX A. SURVEY QUESTIONNAIRE.....	63
APPENDIX B. FY-97 BASIC TRAINING ATTRITION.....	69

APPENDIX C. DEP PERSONNEL QUALIFICATION
STANDARDS (PQS) 71

APPENDIX D. SURVEY DATA..... 81

LIST OF REFERENCES..... 91

INITIAL DISTRIBUTION LIST..... 95

ACKNOWLEDGMENTS

I wish to extend my sincere appreciation to the many individuals who contributed to this thesis. Many thanks to Alice Crawford and Bernard Ulozas for giving me the courage to do this thesis and giving me the key to open the many doors that lay ahead of me. Also, I would like to thank Lisa, Jennette, and Beth in Root Hall for their assistance with the scan answer sheets. Much of this would not have been done if it were not for the tremendous help I received from the staff at RTC Great Lakes especially from CAPT Whitehead, LT Lewis, and LT Fink. In addition, I would like to thank my parents, Dennis and Dorothy; and Yvonne for giving me strength and inspiration throughout the process. Lastly, I would like to thank my wife, Bethany; and my children, Jackson and Amelia, for their unwavering faith, encouragement, support, and understanding, without which this research would not have been possible.

I. INTRODUCTION

A. BACKGROUND

A young person may enter the service in two different ways. First, recruits may directly access into the Navy within days of signing an enlistment contract (known as “Direct Shippers”). Direct Shippers have completed high school with a diploma or with a General Education Diploma (GED) or equivalent, and usually accept any training slots that are available at the time of signing (Buddin, 1984). Second, recruits may enter through the Delayed Entry Program (DEP). The DEP was established to allow men and women to delay their entry into the Navy for up to 12 months. This allows the majority of the recruits (DEPpers) to sign contracts in their senior year of high school to join the Navy sometime after they graduate. Others are able to select training programs that were not available at the time of enlistment, but scheduled to open at a later date. This thesis addresses the extent to which the DEP is effective in preparing recruits for basic training.

Nearly all who enlist in the Navy spend some time in DEP. The average amount of time is 4.5 months (Schmitz, 1997). Manganaris and Phillips (1985) listed several factors that determine the length of time in the DEP:

1. Training seat scheduling. Most training schools are full at the time of enlistment and some months later. The next seat might not be available for months after a person’s enlistment.

2. Educational status. High school seniors remain in the DEP the longest to complete their diplomas, whereas GED recruits stay the shortest length of time.

3. Near-term need to fill. Seats for training cannot go unfilled; therefore, if a seat is open for a particular school for the recruit, he/she will be assigned to it.

The DEP has its advantages. First, the DEP permits recruitment of high school seniors who would otherwise be ineligible and unable to enlist in the Navy (Phillips & Schmitz, 1985). Second, the DEP is useful as a recruiting sales tool because it permits individuals to reserve seats in specific training for which they qualified at the time but did not have to immediate access for whatever reason (Manganaris & Phillips, 1985). The reserved training allows the recruit to match his/her interests and aptitudes (Cooke & Pflaumer, 1991). Third, the DEP is used to even the flow of accessions throughout the year. This is especially important during low recruiting months in the fall where the current supply of high school seniors is ineligible to join, and when most recent high school graduates have been contacted by the recruiter and choose not to join the Navy (Nelson & Kearl, 1990). Fourth, DEPpers bring in other interested candidates, or referrals, to the recruiters (Morey, 1983). This helps the recruiter to contact other people interested in joining the Navy. Finally, those who participate in DEP have lower attrition rates in their first-term enlistment (Buddin, 1984; Manganaris & Schmitz, 1985; Manganaris & Phillips, 1985; Cymrot, 1986; Antel, Hosek & Peterson, 1987; Buddin, 1988; Matos, 1994; Lukasiewicz, 1995; and Bohn & Schmitz, 1995). Buddin (1984) found that those who were in DEP had a 5 to 10 percent lower attrition rate than those who directly accessed.

The DEP also has some noteworthy disadvantages. The recruiter is responsible for training and managing each recruit that he/she puts in the DEP, and if a DEPper drops

from the program (i.e., does not report to active duty), the recruiter must find a replacement for the loss. This requires the expenditure of additional resources, including recruiter time (Nelson & Kearn, 1990). Second, the longer an individual remains in the DEP, the more likely he/she will not report to active duty (Manganaris & Schmitz, 1985). While awaiting entry into the Navy, DEPs may be searching for alternative jobs or may find unfavorable information on military life that would preclude them from accessing (Nelson & Kearn, 1990). Third, maintaining the DEP pool takes away some of the recruiter's time that could be used to recruit other possible candidates (Celeste, 1985). Specifically, the recruiter is responsible for maintaining the DEP pool and making contact with each DEP at least four times a month, as well as trying to obtain new contract objectives each month.

B. ATTRITION

First-term attrition has been a concern to the Navy over the past decade. Attrition is defined as any sailor leaving the Navy before his/her contract expires. It is costly due to the amount of money and time invested through recruiting, training, and paying wages (Manganaris & Schmitz, 1985). Over the past decade, one out of every three recruits that joined the Navy has not completed his/her first-term enlistment contract. Recently, GAO (1997) showed that of 53,501 new recruits in Fiscal Year 1994, over 6,721 (12.56 percent) were separated by the 2-month point (basic training) in their enlistment contracts. Consequently, nearly half of all first-term attrition occurred at basic training, costing the Navy over \$81 million (GAO, 1997).

In addition, GAO (1997) found that some of those recruits who were discharged had failed to meet minimum performance criteria including physical training standards, weight standards, inspection failures, or who could not adapt to basic training (e.g., lacked motivation). Could the DEP have had an impact on reducing attrition from these factors?

The length of time in the DEP has a direct impact on attrition. Increased time in the DEP reduces the probability of first-term attrition (Buddin, 1984; Manganaris & Schmitz, 1985; Manganaris & Phillips, 1985; Cymrot, 1986; Antel, Hosek & Peterson, 1987; Buddin, 1988; Matos, 1994; Lukasiewicz, 1995; and Bohn & Schmitz, 1995). Those who stay in the DEP longer have experienced other alternatives available to them, (e.g., college, job, change in family circumstance, or unfavorable information about the Navy); therefore, when they attend basic training they have ruled out all these options and have shown signs of commitment (Cymrot, 1986). In addition, when the individual spends a long time in the DEP and actually “ships” to basic training, this shows that he/she views the value of the Navy offer to be significantly high (Cooke & Pflaumer, 1991).

C. RECRUITERS AND THE DEP

The Commander, Navy Recruiting Command (CNRC) has overall responsibility for preparing DEPPers for Navy life including basic training. CNRC has issued to all recruiters the “DEP Leadership Manual” (COMNAVCRUITCOM Instruction 1133.7A) that provides a guide on what the recruiter and others in the chain of command have to do

in order to make DEP an effective and viable program. CNRC stresses the importance of DEP leadership:

The purpose of DEP leadership is to motivate, train, and prepare DEPPers mentally and physically for Recruit Training Command (RTC) and their follow-on assignments; to encourage and enhance the ability of DEP members to actively support and assist in the recruiting effort; and to reduce or eliminate attrition in the DEP. (COMNAVCRUITCOM Instruction 1133.7A)

Figure 1, which contains the organizational structure of CNRC, is presented to aid in the discussion of how the DEP is operated. The two key positions in the viability of the DEP are the Recruiter-In-Charge (RINC) and the respective recruiter. Both have a liaison function between the DEPPER and the Navy. The RINC is ultimately responsible for the leadership of the members of the DEP at his/her recruiting station and must ensure that the recruiters' responsibilities toward DEPPers are carried out. However, it is the recruiter who is ultimately responsible for preparing his/her DEPPers for basic training. The recruiter must make a minimum of four contacts a month and one of those must be in person. This is to establish a rapport between the recruiter and DEPPER to ensure that the DEPPER is still motivated and prepared to go to basic training. The recruiter is required to maintain contact with the parents of DEPPers at least once a month as parents can be a major source of influence.

The Navy's primary method of training and motivating DEPPers is by conducting organized DEP meetings at least once a month. These meetings are usually held in the beginning of the month for all members in the DEP for a particular recruiting station. This is a time when DEPPers have contact and train with other DEPPers and active duty personnel to learn about Navy life, particularly recruit training. Military culture is

present at all times simulating the formality of basic training (e.g., drilling, saluting, formations).

An additional DEP requirement is completion of the DEP Personnel Qualification Standards (DEP PQS). DEP PQS “ensures that DEPPers attain, demonstrate and sustain the basic knowledge and skill levels necessary to ensure a smooth transition from civilian life to entry level Navy life” (COMNAVCRUITCOM Instruction 1133.7A). The DEP PQS covers 12 separate modules as follows:

- | | |
|-------------------------|------------------------------|
| 1. DEP Responsibility | 7. Naval Ships and Aircraft |
| 2. Recruit Training | 8. Educational Opportunities |
| 3. Military Drill | 9. Navy Advancement System |
| 4. Rank and Recognition | 10. Safety |
| 5. Naval Uniforms | 11. First Aid |
| 6. Customs & Courtesies | 12. Personal Hygiene |

The recruiter provides the DEPPER with the necessary material for study. In addition, formal training on the above subjects is also conducted through DEP meetings. There are two phases of DEP PQS: the training phase in which DEPPers learn the fundamental information on the above modules, and the sign-off phase where they demonstrate to the recruiter, one-on-one, the information they learned in the training phase. The recruiter signs off the qualification for each module as it is successfully demonstrated.

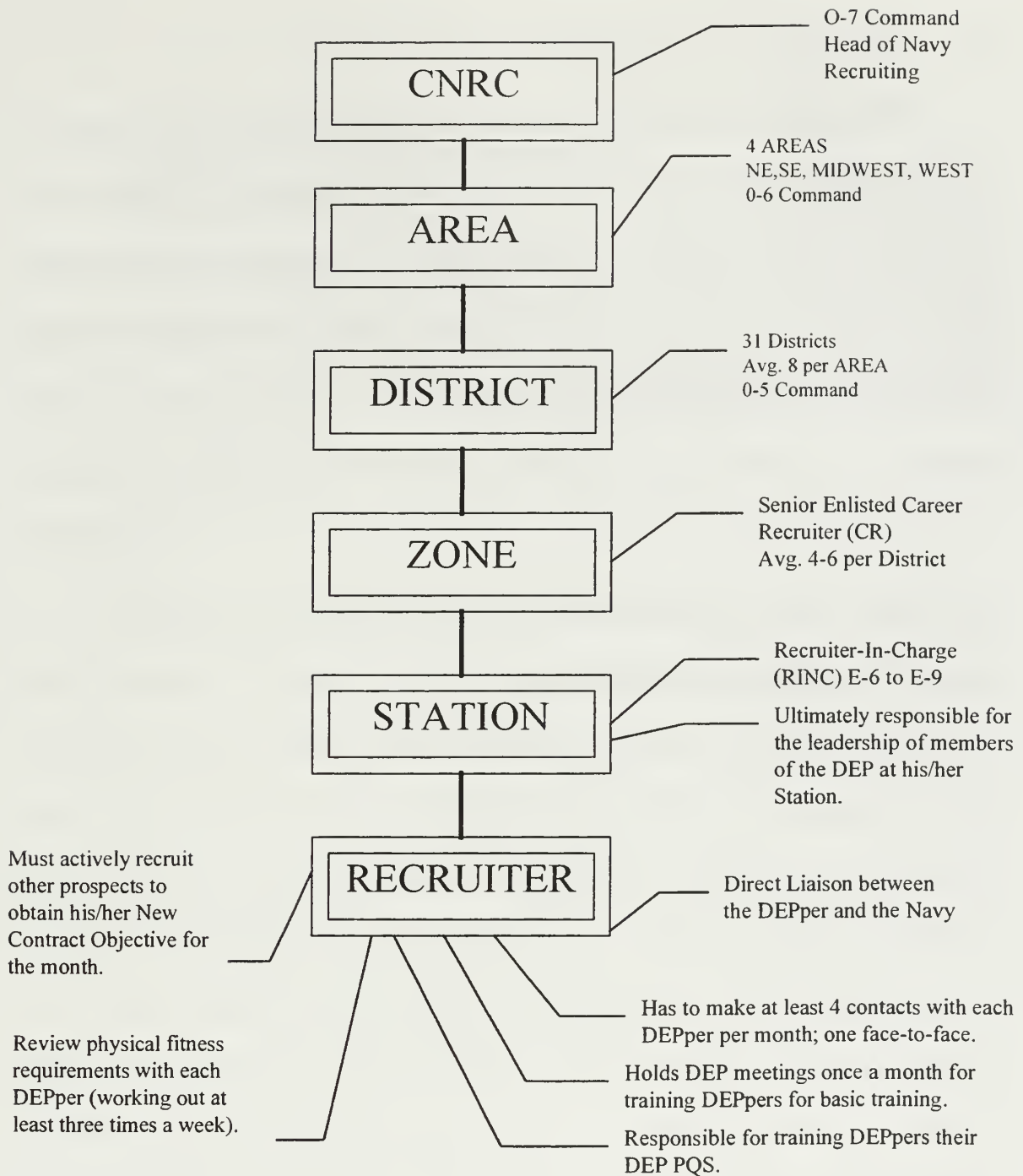


Figure 1

D. PURPOSE

This purpose of this study is to examine the extent to which the Navy's prepares recruits for basic training. The Navy has a system on line through the DEP PQS and DEP meetings to effectively train and prepare DEppers for the rigors of basic training. However, with the average time in the DEP for each recruit is 4.5 months, how much training could be accomplished in this amount of time?

II. LITERATURE REVIEW

A. DELAYED ENTRY PROGRAM STUDIES

Numerous studies have been conducted on the DEP over the past decade with most of them concentrated in the 1980s. The services, especially the Army, were particularly interested in the way the DEP operated, how it accessed and lost recruits before basic training, the amount of time in the DEP, and DEP attrition. It is important to understand the factors of DEP attrition to further understand what types of recruits enter basic training.

Although there have been studies that have covered aspects of the DEP (Flyer & Elster 1983; Morey 1983; and Schmitz & Nelson 1984), the first comprehensive study on the DEP was done by Celeste (1985) who looked at the rate of enlisted contract losses from the Army's DEP that were written from 1980 to 1983. Celeste conducted a cohort analysis (FY-81, FY-82, and FY-83) and examined the relationships of DEP length, education, mental category (AFQT), gender, and age. In all three cohorts, her findings showed that the length of time in the DEP was significantly positively related to the DEP attrition rate; longer time in the DEP is related to higher probability of attrition. The data showed that DEP attrition jumped from 2.33 percent, with DEP lengths of seven months, to 65.8 percent with DEP lengths of 12 months. Results also showed that women had DEP attrition rates twice as high as men, and that men with high school diplomas experienced lower attrition rates than non-graduate men. Celeste found that there was insufficient uniformity in the connection between AFQT and DEP attrition. She

concluded that this inconsistency may be due to the policy changing on the amount of time Category IV recruits were permitted to be in DEP after FY-81. In general, after the policy change, Categories I and IIIB had lower attrition rates than Categories II and IIIA.

Phillips & Schmitz (1985) developed a model for predicting DEP attrition. The model addressed two groups between the periods of FY-82 and FY-83: (1) graduates and non-graduates, and (2) high school seniors. They too found that the probability of DEP loss significantly increased with increased time in the DEP. Using the FY-83 model, they found that a 1 percent rise in DEP length resulted in a 1 percent rise in DEP attrition. In addition, they found high school seniors had a lower probability of DEP attrition compared to high school graduates and non-graduates, females had a higher predicted loss rates than males, and increasing age was significantly related to increased DEP attrition rates (e.g., those over 20 years of age of the high school graduates and non-graduates were more likely to attrite than those under 20 years of age, and those high school seniors age 18 had higher attrition rates than 17 year old high school seniors).

Nelson (1988) developed two DEP attrition models: (1) a macro-level time-series model to examine DEP attrition for the Army, and (2) a micro-level model to determine DEP attrition of individual behavior. In his macro model, he found that DEP loss was related to the youth unemployment rate (over 40 percent of the DEP attrition in FY-86 and FY-87 was due to the low youth unemployment rate). An increase of 1 percent in youth unemployment was related to an absolute decrease in DEP attrition of 0.67 percent. An increase in DEP length by one month increased DEP attrition by 0.54 percent. Nelson

also found that size of the DEP had a positive direct relationship on DEP attrition and the relative number of recruiters had a direct relationship with DEP loss (the larger the size of the DEP, the more likely a DEPper will attrite).

Nelson's micro-level model looked at DEP attrition at the individual level. He found age was highly significant with respect to DEP attrition (the older the recruit, the more likely he/she will attrite from the DEP). Other factors he found that were significant in explaining DEP loss were DEP length (longer time in the DEP increases attrition), AFQT score (higher AFQT scores were related to decreased attrition rates), and high school seniors have greater DEP loss than high school graduates.

Nelson & Kearn (1990) found that personal characteristics have a large effect on DEP attrition. DEPpers with dependents had attrition rates 10 percentage points lower than those with no dependents. The longer that people with dependents were in the DEP, the lower the probability of attriting before basic training. They also found that high school graduates had lower DEP attrition than high school seniors. This may be due to high school seniors using the military enlistment contract as an "insurance policy" in case other post-high school opportunities failed (e.g., college, sports, work). Nelson & Kearn found that women who are high school seniors are more likely to attrite than those who are high school graduates. Also, as AFQT scores increased, the probability of DEP attrition decreased (a 10 percent increase in AFQT score reduced DEP attrition by 0.14 percent). Lastly, enlistment benefits (e.g., bonuses, college fund) were a good incentive for recruiting and reducing DEP attrition.

Cooke & Pflaumer (1991) reviewed DEP attrition studies and found that increasing the DEP length for male high school seniors is less costly than increasing DEP length for male graduates and female recruits. They found that high school graduates were more likely to attrite from the DEP than high school seniors as their time in the DEP increases.

Nakada (1994) looked at the number of contract changes that occurred while the member was in the DEP. A contract change may be made by the recruit or by the Navy due to changes in shipping date, accession program, or changing his/her rating. He found that an increase in contract changes in a recruit's time in the DEP, is related to increased attrition, especially with two or more changes. Nakada concluded that contract changes may signify an employee/employers mismatch causing the recruit to attrite from the DEP. In addition, he found that the longer the time in the DEP, the more likely the recruit will attrite. Nakada also found that the recruiter's rank was related to DEP attrition; the higher the rank, the less likely attrition would occur.

Finally, Bohn & Schmitz (1995) compared DEP attrition between workforce recruits (graduates and non-graduates) and high school seniors who spent some time in the DEP from FY-91 to FY-93. In their sample, high school seniors had an attrition rate of 21.4 percent while workforce recruits had a lower rate of 14.2 percent. This might be due to high school seniors spending longer times in the DEP than workforce recruits. Bohn & Schmitz's logistic model showed that DEP length (longer time in DEP, means attrition), age (age increases are related to higher attrition), and gender (females were

more likely to attrite than males) were significant in DEP attrition for both high school seniors and workforce recruits.

B. SUMMARY OF DEP STUDIES

The studies above show that DEP attrition is a problem for the services. There is no one correct answer to pinpoint the factors that are associated with DEP loss. It is clearly evident that the amount of time a recruit spends in the DEP has great significance on whether he/she stays in the DEP or not. Most of the studies (Celeste, 1985; Phillips & Schmitz, 1985; Nelson, 1988; Nakada (1994); and Bohn & Schmitz, 1995) showed that the longer a recruit is in the DEP, the greater chance that he/she will attrite. Throughout their time in the DEP, recruits are exposed to other opportunities (e.g., college, job, change in family circumstance, or unfavorable information of the Navy), so it is natural for some of them to leave the DEP if they confront better options.¹

It is shown (Celeste, 1985; Phillips & Schmitz, 1985; and Bohn & Schmitz, 1995) that women have a higher tendency to attrite than men. Even though this may be significant information, the current recruiting policies cannot discriminate against women. However, better screening for high school diploma and high quality females recruits could help reduce attrition.

Mental category (AFQT) has a large impact on DEP attrition. Nelson (1988) and Nelson & Kearl (1990) found that higher AFQT is related to a lower probability of DEP

¹ Even though a recruit in the DEP is contractually obligated to his/her respective service, the services do not hold them legally if they want to leave. The reasoning is the recruit would cause more problems while on active duty and would eventually attrite, causing the services greater costs.

loss. It may be that those with higher AFQT have greater opportunities for high-advanced jobs within the services. Recruits with lower AFQT may not be eligible for numerous jobs, therefore they may have been assigned a job that they may not have wanted.

Age was found to be highly significant in predicting DEP loss (Phillips & Schmitz, 1985; Nelson, 1988; and Bohn & Schmitz, 1995). Older recruits are more likely to attrite from the DEP.

There was a conflict in whether high school seniors are more likely to attrite than graduates or members of the workforce. Phillips & Schmitz (1985) and Cooke & Pflaumer (1991) showed that high school seniors had lower attrition rates, while Nelson (1988), Nelson & Kearl (1990), and Bohn & Schmitz (1995) showed that high school seniors had greater probabilities of attriting.

Finally, the studies found that numerous other factors (dependents, youth unemployment, contract changes, recruiter's rank, and DEP size) had significant impact on predicting DEP attrition.

C. FIRST-TERM ATTRITION STUDIES

Although DEP attrition is important for managers and recruiters, the costs of DEP attrition are not nearly as high as first-term attrition. Attrition, once a recruit has been shipped to basic training is extremely expensive, therefore, more intensive studies have been done to study why attrition occurs and how to minimize it.

Buddin (1984) assessed how preceding experience, job match and satisfaction, entry point decisions, demographic background, alternatives to the military, and socioeconomic factors are related to early attrition in the first 6 months of enlistment. Buddin found younger recruits were less likely to attrite than older recruits. These older recruits could be “labor market misfits” and may have done poorly in both civilian and military organizations. High school diploma graduates were significantly less likely to attrite than dropouts, indicating that recruits with high school diplomas have a “stick to it” attitude.

Work experience had a significant effect on attrition. Recruits with no prior work experience had attrition rates of 3.34 percentage points higher than those who had at least some work experience. Those with no prior work history have more uncertainty about their earnings opportunities and are more likely to separate from their jobs (Buddin, 1984). The number of employers had a significant but small effect on attrition (the more employers, the more likely to attrite by 1.08 percent), as well as, the effect of unemployment within the last year (those unemployed within the last year had attrition rates of 2.17 percentage points higher).

Buddin found that those enrolled in the DEP, for the overall military, had lower early attrition rates than direct shippers (1.67 percentage points lower). However, the DEP length was insignificant at the individual service level and overall early attrition was insignificantly affected by DEP participation. Buddin found that losses from the DEP

were added to the data and treated as early attrition, therefore, the effect on attrition of being in the DEP disappeared.²

Kohen (1984) found that recruits who attended college, but had not graduated, have a higher tendency to attrite than those who have no college experience. This may be due to these individuals being “over-educated” for tasks that they are expected to perform, therefore causing them to attrite.

Manganaris & Schmitz (1985) conducted one of the first research studies specifically of the DEP’s relation to first-term attrition. They found that the DEP length had an inverse effect on attrition. With longer time in the DEP, the probability of attriting in the first-term goes down. They called the DEP a “motivational screening device” suggesting that those who were motivated enough to stay in the DEP would be motivated to complete their first-term enlistment. They, too, found that a high school diploma had a higher probability to survive his/her enlistment.

Manganaris & Phillips (1985) developed a DEP loss-attrition trade-off model to show the optimum amount of time in the DEP based on costs using data from FY-83. They looked at the importance of DEP loss and first-term attrition simultaneously when developing a DEP policy. They recommended that DEP time should be lengthened as much as possible. Because longer DEP lengths weeds out individuals who may not have been committed or poorly motivated, it is less expensive to keep recruits in DEP than to have them attrite at basic training. However, Manganaris & Phillips found that

² At that time, seniors with low AFQT scores were required to attain a high school diploma. At graduation, if they did not receive a diploma they were ineligible to enlist (Buddin, 1984).

lengthening the DEP time may save money, it may not be practical for the services. Training seats need to be filled, therefore the next available seat might be assigned to the recruit regardless of his/her preference.

Cymrot (1986) studied the differences in attrition between direct shippers and those who spent some time in the DEP. He found that attrition rates in FY-85 for direct shippers were higher than rates for DEPpers. Cymrot suggested that DEP was both a “filtering and selection effect” on first-term attrition (Cymrot 1986, 33). As a “filter,” DEP gives a recruit time to consider his/her decision and to determine if the decision was the right one, if not he/she attrites from the DEP. If the decision was the right one, the individual will be more likely to commit to it and stay through the first-term. As a “selection effect,” Cymrot suggests that, on average, those entering the DEP are of higher quality than direct shippers. Higher quality recruits have lower probabilities of attriting, therefore the DEP is used to attract high-quality recruits.

Antel, Hosek, & Peterson (1987) devised two attrition models (seniors and graduates) with two internal models within each (6-month and 35-month attrition). They found that time in DEP had significant negative effects on 6-month attrition of seniors, as well as 35-month attrition for both seniors and graduates. The amount of time in the DEP was significant for graduates at the 35-month level versus at the 6-month level for seniors. This may be due to the small amount of attrition that occurred at the 6-month point, while at the 35-month point more attrition had occurred.³

³ In general, the authors placed more confidence in the 35-month model because there was more attrition in the sample by then.

Antel et al. stressed the importance of time in the DEP as based on two factors: (1) DEPpers are “methodical planners” (they know what type of training is needed for the career they want to have), and (2) DEPpers with longer time in DEP are those who “value the occupation” (the longer the wait for an occupation, the more valuable that occupation is). So, the researchers suggested that there be a minimum time in the DEP to help eliminate first-term attrition by encouraging the DEPper to think of his/her options in the military and decide if he/she wants to commit.

Buddin (1988) studied the effect of attrition on high-quality recruits (scored above the 50th percentile on the AFQT) in their first-term of enlistment. Since the services had been recruiting more high-quality recruits over the years, there had not been a decrease in overall attrition rates like theory suggests (the higher the AFQT, the less likely a recruit will attrite). Buddin found recruit characteristics can be used to identify certain risk categories, but the interpretation and enforcement of attrition policies themselves may determine the actual attrition level (e.g., training commands spend less time dealing with recruits, or set certain levels of failure). He also found that age, mental category, and time in DEP were significant in predicting attrition.

Matos (1994) found that as DEP time increases, basic training attrition decreased for all mental groups and both genders for DEP lengths up to eight months. For months 9 through 11, attrition increased and then sharply leveled out at the 12-month point. Lukasiewicz (1995) found that basic training attrition rates were lowest between 6 to 8

months in the DEP. Those who spent less than one month (direct shippers) had the highest attrition rate.

Bohn & Schmitz (1995) found that considerable first-term attrition costs could be saved if recruits were to participate in the DEP for a minimum amount of time. They found that eight months in the DEP would be the optimal amount of time for recruits, saving over \$31 million.⁴ However, at the time, current recruiting practices made it impractical. They found that just limiting time in DEP for two months would save over \$8 million. By virtually eliminating direct shippers, the Navy could save millions of dollars.

GAO (1997) found that the services could save millions of dollars by better screening recruits before they enter basic training. GAO found that recruits failed to meet performance standards because they are not physically fit. They recommend that recruits be better informed of the physical requirements of basic training while they are in the DEP, and, have a working physical fitness program while in the DEP.

GAO also found that recruits failed to meet performance standards because they lacked motivation; they are not given a realistic view on what the typical basic training life would be. Currently, the training centers are trying to change recruit motivation by changing the training environment, but only so much can be changed without effectively degrading the mission of military basic training. The interest of the present research,

⁴ These figures are 1995 dollars.

which was not addressed by GAO, is whether recruits could be given realistic training while in the DEP that could eliminate some of the fears and unknowns of basic training.

D. SUMMARY OF FIRST-TERM ATTRITION STUDIES

All of the studies reviewed, with the exception of Buddin (1984), found that DEP length was significant in predicting first-term attrition. The DEP is considered a “filter,” straining out individuals who may not have been committed to being in the service (Cymrot, 1986). It is evident that those who stayed and “survived” in the DEP were more committed toward their new career in the military.

Not having a high school diploma is significant in attriting in the first-term enlistment. The studies showed that a diploma indicates that a person showed commitment to follow through a task to the completion. Having a diploma does not have any significance in determining mental capability, instead it is an indication of accomplishment. Research on mental category (AFQT) showed that the higher the category, the less likely a recruit will attrite.

Buddin (1984) demonstrated that work experience, previous unemployment, and the number of employers predicted attrition. These factors showed that if the recruit does not have a strong “work ethic,” the same kinds of problems would be seen in the military.

Finally, the studies have shown that first-term attrition is a problem financially. GAO (1997) and Bohn & Schmitz (1995) attempted to put a dollar figure on the costs of attrition. If attrition was slightly reduced through better management of the DEP, the services could save millions of dollars. Just having spent some time (one month) in the

DEP saves millions of dollars over direct shippers who may be joining the military for all the wrong reasons and have not had time to effectively contemplate their decision.

E. RELATION OF FINDINGS TO THESIS

As shown, there have been numerous studies on the DEP and how it relates to first-term attrition. DEP participation is a key factor in predicting attrition; longer time in the DEP is related to a lower probability of attriting. That point has been brought up many times, however, not one study looked into what the DEP did to prepare recruits for basic training. Being in the DEP for 12 months might show that a recruit has a better probability of finishing basic training and his/her follow-on duty, but if the individual was not taking part in DEP activities (e.g., DEP meetings, drill training, physical training, preparation for basic training), how much different is that person from a recruit who directly shipped or spent less than 3 months in DEP? Probably not much, except recruits might be more willing to stick with their enlistment because they had time to think about what they are actually getting into; a “cooling off” period. If they have other opportunities or decide the military does not “fit,” they would do the military and themselves a favor not to access. However, are there effective ways to prepare recruits, both physically and mentally, for boot camp and beyond in the DEP?

This thesis looks at how recruits prepare themselves for basic training, whether in the DEP or on their own (direct shippers). It examines the amount of time spent in the DEP and whether or not a recruit actively participated while in the DEP. It is hypothesized that those who were actively involved in the DEP and had longer DEP lengths are better prepared than those who were not involved or spent little time in the

DEP. Preparation is measured by successfully completing basic training without major complications or uncertainties during basic training.

This research examines many of the same variables that previous studies identified as predictors of attrition including: DEP enrollment; length of time in the DEP; education; gender, and age. However, this research also looks at the participation in the DEP itself. Specifically, it looks into the training involved with the recruiters in preparation for basic training and beyond. The purpose of this study is to determine if the same variables above are replicated with the addition of DEP participation variables that reflect how the Navy prepared recruits for basic training, the types of training conducted, the value of the training, and the recruits' view of their time while in the DEP.

III. METHODOLOGY

A. DATA SOURCE

The analysis reported here was based on a sample of the population of FY-98 Navy recruits at Recruit Training Command (RTC) Great Lakes, Illinois. With the assistance of the staff at the RTC, a survey was administered to 1079 recruits attending basic training from the period of December 1997 through January 1998.

B. CONDUCT OF THE SURVEY

The survey was conducted through the use of a questionnaire (see Appendix A) and the use of scan sheet answer forms. The survey was developed with specific reference to the Navy's Delayed Entry Program Leadership Manual (COMNAVCRUITCOMISNT 1133.7A, 1996), issues raised through the literature review, and through survey design techniques discussed in Salant & Dillman (1994).

To ensure that the survey was accurate, easily understood, and clearly written before it would be administered to the recruits at RTC Great Lakes, a field test was conducted through the Defense Language Institute (DLI) in Monterey, California. A panel of 15 students from the Navy was administered the survey and given an opportunity to comment on each question directly.⁵ Noted changes and recommendations were made on the final version of the survey.

With the assistance from staff at RTC Great Lakes, the survey was administered over a 3-week period to two types of recruits: (1) "Successfuls," recruits in their last week

⁵ Students in the field test were Seaman Recruits who recently reported to DLI from RTC Great Lakes.

of basic training who will complete basic training, graduate, and move on to their follow-on school or ultimate duty assignment,⁶ and (2) “Unsuccessfulls,” recruits who were dropped from the program and were awaiting transfer back to their home of record. Appendix B provides a listing of classification codes for separating recruits.

The survey consisted of a total of 33 questions with ordered choice responses. Questions all relate to recruits’ pre-basic training preparation, either in the DEP or on their own. Each question has a complete range of possible answers provided to the recruit filling out the survey (Salant & Dillman, 1994). There are advantages of using this type of survey. First, it is less demanding for the recruits to fill out. Recruits at this time, have completed nearly 9 weeks of basic training during which they have had little free time. Their training has been demanding and quite repetitive, so a survey that does not require too much effort to answer should result in a minimum of measurement and nonresponse errors. Second, it is easier to code and analyze the data (especially with large samples). Finally, it permits quantitative comparisons across questions (Salant & Dillman, 1994).

After the surveys were completed, the staff at RTC collected the surveys and sent them back to Naval Postgraduate School in Monterey, California for processing. Surveys were electronically scanned and downloaded to a database for analysis.

C. SAMPLE

The sample was drawn from the population of Navy enlistees attending basic training from December 1997 to January 1998. Tables 1 through 4 present the sample

⁶ At this point of basic training there is a small percentage of recruits who do not graduate and are eventually dropped from the Navy; however, since it is so small, the loss is not significant for this study.

sizes compared to the population for FY-97. FY-97 is assumed to be a representative year.

Table 1 shows the demographic profile for the survey sample and the recruits who entered basic training in FY-97. Sample survey demographics match the population figures with the exception of age and education status of the recruits. This could be explained by the time of the year the survey was administered between December and January. During this period, recruits generally come from the workforce market rather than coming directly out of high school, while most of the high school graduates from the May/June period previously have already attended basic training in the summer months. Traditionally, this is a low period of recruits attending basic training with a greater amount coming from a mature workforce.

Table 2 and Table 3 show the demographic profile for the survey sample and the recruits that entered basic training through the DEP and direct accession, respectively, in FY-97. Once again, the sample closely mirrors the demographics of the population with the exception of age and education.

D. RESEARCH QUESTIONS

The research addresses the following research questions:

1. How well does the DEP prepare recruits for basic training?
2. What is the proportion of DEPpers who successfully completed basic training compared to those not in the DEP?
3. What type of training is conducted in DEP?

4. How effectively do DEppers think they were prepared for basic training?

Table 1. Demographic Profile for Survey Sample and Recruits Entering Basic Training (FY-97)

<i>Category</i>	<i>Sample</i>		<i>Population</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Gender				
Male	915	84.80	42,259	85.87
Female	161	14.92	6,954	14.13
Missing	3	0.28	0	0.00
Race				
White	653	60.52	28,808	58.54
Black	193	17.89	9,742	19.80
Hispanic	124	11.49	6,627	13.47
Asian	44	4.08	2,549	5.20
Other	61	5.65	1,451	2.95
Missing	4	0.37	36	0.07
Age				
17-18	283	26.23	17,973	36.52
19+	796	73.73	31,233	63.47
Missing	0	0.00	7	0.01
Education				
GED	112	10.38	2,402	4.88
HSDG	655	60.70	43,602	88.60
Some College	273	25.30	2,603	5.29
Bachelors	21	1.95	548	1.11
Masters	2	0.19	17	0.04
Missing	16	1.48	41	0.08

Source: Derived from data provided by Navy Recruiting Command

Table 2. Demographic Profile for Recruits Entering Basic Training Through the DEP (FY-97) and Survey Sample

<i>Category</i>	<i>Sample</i>		<i>Population</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Gender				
Male	841	84.27	36,807	85.16
Female	154	15.43	6,415	14.84
Missing	3	0.30	0	0.00
Race				
White	601	60.22	25,300	58.54
Black	178	17.84	8,391	19.41
Hispanic	117	11.72	5,918	13.69
Asian	40	4.01	2,315	5.36
Other	58	5.81	1,262	2.92
Missing	4	0.40	36	0.08
Age				
17-18	267	26.75	16,567	38.33
19+	731	73.25	26,650	61.66
Missing	0	0.00	5	0.01
Education				
GED	96	9.62	1,719	3.98
HSDG	616	61.72	38,773	89.71
Some College	250	25.05	2,216	5.13
Bachelors	20	2.00	467	1.08
Masters	2	0.20	13	0.03
Missing	14	1.40	34	0.08

Source: Derived from data provided by Navy Recruiting Command

Table 3. Demographic Profile for Recruits Entering Basic Training Through Direct Accession (FY-97) and Survey Sample

<i>Category</i>	<i>Sample</i>		<i>Population</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Gender				
Male	74	91.36	5,452	91.00
Female	7	8.64	539	9.00
Missing	0	0.00	0	0.00
Race				
White	52	64.20	3,508	58.55
Black	15	18.52	1,351	22.55
Hispanic	7	8.64	709	11.83
Asian	4	4.94	234	3.91
Other	3	3.70	189	3.15
Missing	0	0.00	0	0.00
Age				
17-18	16	19.75	1,406	23.47
19+	65	81.25	4,583	76.50
Missing	0	0.00	2	0.03
Education				
GED	16	19.75	683	11.40
HSDG	39	48.15	4,829	80.60
Some College	23	28.40	387	6.46
Bachelors	1	1.23	81	1.35
Masters	0	0.00	4	0.07
Missing	2	2.47	7	0.12

Source: Derived from data provided by Navy Recruiting Command

IV. SURVEY RESULTS

A. TYPES OF TRAINING CONDUCTED IN THE DEP

As mentioned in Chapter I, the primary training tool for DEPpers is the DEP PQS manual that has been in existence since March, 1996. The DEP PQS covers 12 separate modules that include DEP responsibility, recruit training, military drill, rank and recognition, naval uniforms, customs and courtesies, naval ships and aircraft, educational opportunities, Navy advancement, safety, first aid, and personal hygiene. It is used to help make the transition from civilian life to life at basic training (COMNAVCRUITCOM Instruction 1133.7A). The DEP PQS, along with the DEP Leadership Manual, were the primary resources utilized in helping to develop the survey. Appendix C shows the DEP PQS format used by DEPpers.

This section looks at Questions 20-21 dealing specifically with the recruit's use of DEP PQS; Question #23, was the recruit told what to expect at basic training; Question #24, was the DEPper taught military drill (e.g., hand saluting, attention, parade rest, and facing movements); Question #25, was he/she taught military rank and recognition; Question #26, was the DEPper taught about naval uniforms (e.g., grooming standards, "gig" lines, shining shoes); Question #27 deals with taught customs and courtesies; Question #28 examines educational opportunities; Question #29 is about the Navy's advancement system; Question #30 is on safety; and Question #31, was he/she taught first-aid. Appendix A shows the survey questions in more detail.

1. Overall Responses

Table 4 shows the results from Question #20 asking if recruits have used DEP PQS while they were in the DEP. The data show that the majority of the DEPPers had not used it to prepare for basic training. Over 55 percent of all recruits did not use DEP PQS while they were in the DEP, while only 25 percent had used it. Further, about 20 percent did not know if they had used it suggesting that they most likely had not.

Table 5 shows the results from Question #21 that follows up on those who actually used the DEP PQS regarding how much they completed.⁷ Over 65 percent of those who used DEP PQS completed very little to none, while 34 percent completed at least half or more. These figures show that DEP PQS is not being fully utilized by the DEPPers.

Table 4. Responses to Using PQS to Train for Basic Training While in the DEP

<i>Response</i>	<i>Number</i>	<i>Percent</i>
Yes	242	24.54
Don't Know	194	19.68
No	550	55.78
Total Responses	986	100.00

Table 6 shows the responses from Question #23 on how many DEPPers agree/disagree they were told what to expect at basic training. While the majority of the DEPPers agreed (53 percent) that they were told what to expect, one-third of them

⁷ DEPPers could theoretically use the DEP PQS and not have completed one single module. The DEPper must show to the recruiter that he/she has a thorough knowledge of a particular module before the recruiter can "sign-off" that module. For example, Table 5 shows that over 36 percent who used DEP PQS completed none of the modules (i.e., they did not have it "signed-off").

disagreed. This shows that 33 percent of all the DEPpers who entered basic training did not have the same level of expectations as the others in their recruit divisions.

Table 5. Responses to Completion of DEP PQS

Response	Number	Percent
None	192	36.36
Some	153	28.98
Half	57	10.80
Most	69	13.06
All	57	10.80
Total Responses	528	100.00

Table 6. Told What to Expect at Basic Training

Response	Number	Percent
Disagree	327	33.03
Neither Agree nor Disagree	142	14.34
Agree	521	52.63
Total Responses	990	100.00

Tables 7-14 show the results from Questions 24-31 on how many recruits agree/disagree that they were taught the respective training topics while in the DEP. These tables show that military drill, military rank and recognition, naval uniforms, and customs and courtesies were not taught to the majority of the recruits. The percentages range from 39 to 62 percent of the sample who say that they were not taught these topics. The data in Tables 11-12 show that the majority of the recruits agreed that they were taught the Navy's advancement system and educational opportunities. However, these statistics may be a little misleading as these two areas are also part of the sales techniques

used by recruiters for recruits to sign an enlisted contract; therefore, these numbers might reflect the knowledge they acquired while in the recruiting process.⁸

Table 7. Military Drill Taught in DEP

Response	Number	Percent
Disagree	483	48.64
Neither Agree nor Disagree	157	15.81
Agree	353	35.55
Total Responses	993	100.00

Table 8. Military Rank and Recognition Taught in DEP

Response	Number	Percent
Disagree	535	53.82
Neither Agree nor Disagree	193	19.42
Agree	266	26.76
Total Responses	994	100.00

Table 9. Navy Uniforms Taught in DEP

Response	Number	Percent
Disagree	574	57.75
Neither Agree nor Disagree	199	20.02
Agree	221	22.23
Total Responses	994	100.00

Table 10. Military Customs and Courtesies Taught in DEP

Response	Number	Percent
Disagree	518	52.21
Neither Agree nor Disagree	207	20.87
Agree	267	26.92
Total Responses	992	100.00

⁸ DEPpers are also told about advancement opportunities while in the DEP. They are told they can advance to E-2 and E-3 if they provide the recruiter referrals that enlist in the Navy.

Table 11. Educational Opportunities Taught in DEP

<i>Response</i>	<i>Number</i>	<i>Percent</i>
Disagree	244	24.57
Neither Agree nor Disagree	134	13.50
Agree	615	61.93
Total Responses	993	100.00

Table 12. Navy Advancement System Taught in DEP

<i>Response</i>	<i>Number</i>	<i>Percent</i>
Disagree	259	26.16
Neither Agree nor Disagree	158	15.96
Agree	573	57.88
Total Responses	990	100.00

Table 13. Safety Taught in DEP

<i>Response</i>	<i>Number</i>	<i>Percent</i>
Disagree	388	39.11
Neither Agree nor Disagree	295	29.74
Agree	309	31.15
Total Responses	992	100.00

Table 14. First Aid Taught in DEP

<i>Response</i>	<i>Number</i>	<i>Percent</i>
Disagree	610	61.43
Neither Agree nor Disagree	244	24.57
Agree	139	14.00
Total Responses	993	100.00

2. “Successfuls” vs. “Unsuccessfuls”

Table 15 compares those who graduated (“Successfuls”) and those who have attrited (“Unsuccessfuls”) from basic training with respect to DEP training. The data show that the majority of both groups have not used DEP PQS while they were in DEP, however, out of the total of the “Unsuccessfuls,” 69 percent had not used it while 53 percent of the “Successfuls” had. Table 16 shows that of those who actually used DEP

PQS for training, over 68 percent of the “Unsuccessfuls” completed very little in comparison to 63 percent of the “Successfuls.”

Table 15. PQS Used In DEP by Successful vs. Unsuccessful Completion of Basic Training

<i>Response</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Yes	214	25.57	28	18.79
Don't Know	176	21.03	18	12.08
No	447	53.40	103	69.13
Total Responses	837	100.00	149	100.00

Table 16. PQS Completion Rates by Successful vs. Unsuccessful Completion of Basic Training

<i>Response</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
None	164	36.04	28	38.36
Some	131	28.79	22	30.14
Half	53	11.65	4	5.48
Most	57	12.53	12	16.43
All	50	10.99	7	9.59
Total Responses	455	100.00	73	100.00

Table 17 shows a difference between the two groups concerning expectations of basic training. Fifty-six percent of the “Successfuls” agree that they were told what to expect, while only 32 percent of the “Unsuccessfuls” felt this way. Nearly half of the “Unsuccessfuls” disagreed that they were told what to expect. These findings show that recruits may have a better chance of graduating if they are given realistic training on what to expect when they attend basic training.

Table 17. Told What to Expect at Basic Training by Successful vs. Unsuccessful Completion of Basic Training.

<i>Response</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Disagree	254	30.24	73	48.67
Neither Agree nor Disagree	114	13.57	28	18.67
Agree	472	56.19	49	32.66
Total Responses	840	100.00	150	100.00

Figure 2 shows the comparisons of the “Successfuls” and “Unsuccessfuls” in their responses for Questions 24-31 dealing with other training topics that are to be taught in the DEP. Specifically, this figure shows the percentage of the respondents who indicated that they were not taught these particular items. With the exception to Questions 28-29 that deal with educational opportunities and Navy advancement, Figure 2 clearly shows that “Unsuccessfuls” had different views on training than the “Successfuls” in every question.

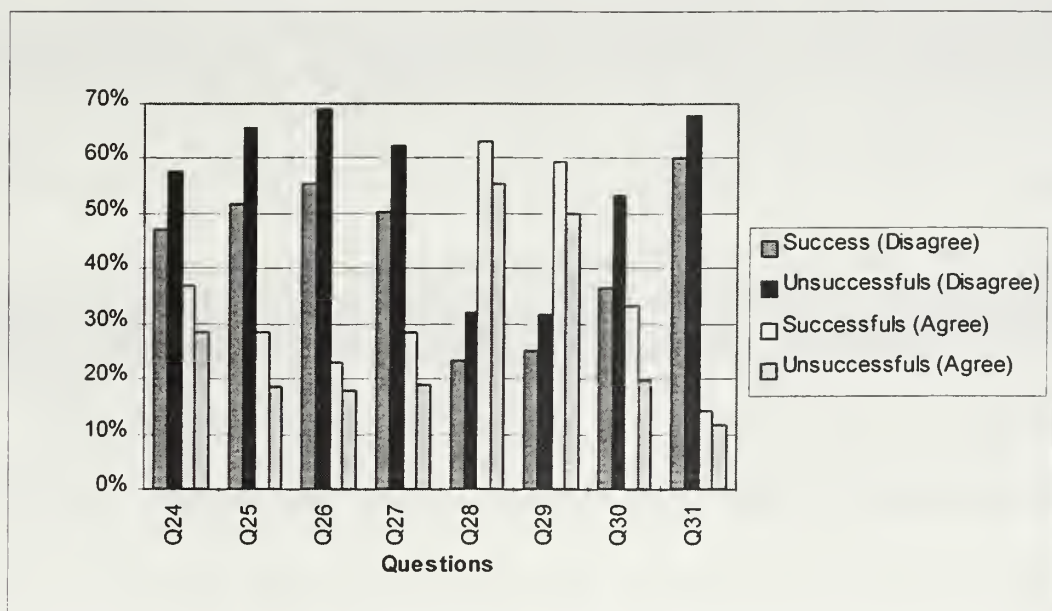


Figure 2. Responses to Q24-Q31 by Successful vs. Unsuccessful Completion of Basic Training.

3. Gender

Analysis of the data by gender, shows the same type of patterns described in previous studies. Table 18 shows that females and males have different success rates from basic training. Males have a success rate 14 percentage points higher (87 percent) than females (73 percent).

Table 19 shows little difference between males and females when looking at the percentage of those who used DEP PQS, but there are more females who did not use DEP PQS as compared to the males. In addition, Table 20 shows of those who did use the DEP PQS as a training device, females completed more than the males (half, most, or all) by 7 percent. However, both groups completed little of the DEP PQS; 66 percent of the males indicated that they have done none or some of the DEP PQS while 59 percent of the females answered the same.

Table 18. Successful vs. Unsuccessful Completion of Basic Training by Gender

<i>Category</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>		<i>Total</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Females	117	72.67	44	27.33	161	100.00
Males	795	86.89	120	13.11	915	100.00

Table 19. Used DEP PQS to Train for Basic Training by Gender

<i>Response</i>	<i>Females</i>		<i>Males</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Yes	37	24.67	204	24.49
Don't Know	24	16.00	169	20.29
No	89	59.33	460	55.22
Total Responses	150	100.00	833	100.00

Table 20. Completion Rates of DEP PQS by Gender

Response	Females		Males	
	Number	Percent	Number	Percent
None	20	24.10	171	38.60
Some	29	34.94	123	27.77
Half	11	13.25	46	10.38
Most	10	12.05	59	13.32
All	13	15.66	44	9.93
Total Responses	83	100.00	443	100.00

Table 21 shows females responded more often than males that they were not told what to expect at basic training (by 5 percent). Otherwise, the majority of both the males and females responded that they were told what to expect at basic training while they were in the DEP.

Table 21. Told What To Expect by Gender

Response	Females		Males	
	Number	Percent	Number	Percent
Disagree	57	37.25	268	32.13
Neither Agree nor Disagree	14	9.15	128	15.35
Agree	82	53.60	438	52.52
Total Responses	153	100.00	834	100.00

For Questions 24-31 (questions concerning training received on specific modules) there were small differences between the males and females, therefore, refer to Appendix D for more detailed information on each specific question.

4. Race

Breaking attrition down by race, Table 22 shows that Blacks have the highest attrition rates among racial groups (19 percent) followed by Whites (15 percent). Hispanics have the highest success rate (90 percent) followed by Asians (86 percent).

The study found small differences between races in Questions 23-31, therefore, refer to Appendix D for more detailed information about each specific question.

Table 22. Successful vs. Unsuccessful Completion of Basic Training by Race

<i>Category</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>		<i>Total</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Asian	38	86.36	6	13.64	44	100.00
Black	156	80.83	37	19.17	193	100.00
White	553	84.69	100	15.31	653	100.00
Hispanic	112	90.32	12	9.68	124	100.00
Other	52	85.25	9	14.75	61	100.00

5. Age

Table 23 shows the breakdown of “Successfuls” vs. “Unsuccessfuls” by age. Recruits between 17-18 years old have only a slightly higher attrition rate (17 percent) than 19-year old or older (15 percent). The results show that the differences between age groups among Questions 24-31 is very small, therefore, refer to Appendix D for detailed information.

Table 23. Successful vs. Unsuccessful Completion of Basic Training by Age

<i>Category</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>		<i>Total</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
17-18	236	83.39	47	16.61	283	100.00
19+	679	85.30	117	14.70	796	100.00

6. Education

Previous studies have shown that recruits with GEDs have higher attrition rates than those recruits holding a high school diploma or higher; Table 24 shows that this is reflected in this study. Recruits with GEDs have nearly double the attrition rates of high

school diploma graduates and post-high-school-educated recruits. Between the latter two groups, there is little difference in attrition rates.

Table 24. Successful vs. Unsuccessfuls by Age

<i>Category</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>		<i>Total</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
GED	84	75.00	28	25.00	112	100.00
HSDG	567	86.56	88	13.44	655	100.00
Post-High School	255	86.15	41	13.85	296	100.00

Figure 3 shows that the GED group indicated that they felt they were not given the training they received in the DEP as compared to High school graduates and post-high-school-educated recruits.

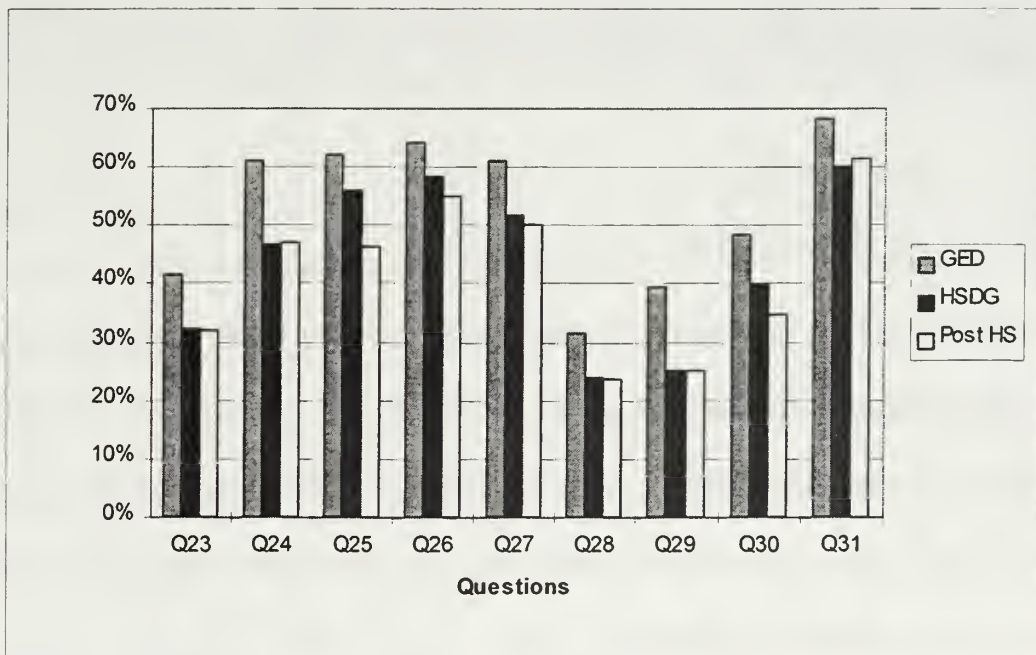


Figure 3. Responses to Questions 23-31 by Education (Disagree)

7. Time in DEP

Previous studies that have shown that longer time in the DEP is related to a lower probability of attrition. Table 25 shows what appears to be random differences in attrition over time, with the possible exception of recruits with DEP lengths less than two months, which experienced the highest attrition rates with nearly 21 percent. Figure 4 shows that respondents with shorter DEP lengths were more likely to say that they were not provided with sufficient DEP training than those with longer DEP lengths.

Table 25. Successful vs. Unsuccessful Completion of Basic Training by DEP Length

<i>Category</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>		<i>Total</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
<2 Months	295	79.09	78	20.91	373	100.00
2-4 Months	185	88.10	25	11.90	210	100.00
5-7 Months	218	89.34	26	10.66	244	100.00
8-10 Months	94	84.68	17	15.32	111	100.00
>11 Months	52	86.67	8	13.33	60	100.00

8. DEP Meetings

Along with DEP PQS, DEP meetings serve as a critical resource for recruiters to get valuable information and training to the DEPper. It is at the DEP meetings that a DEPper spends some of his/her time going over the training topics covered in the DEP PQS. Therefore, the more DEP meetings attended, the more information he/she may acquire to prepare for basic training. Table 26 shows that this is true until a recruit reaches more than eight DEP meetings. Recruits with 5-7 DEP meetings have shown higher success rates (95 percent) than those recruits with less than two meetings and greater than eight meetings (81 percent).

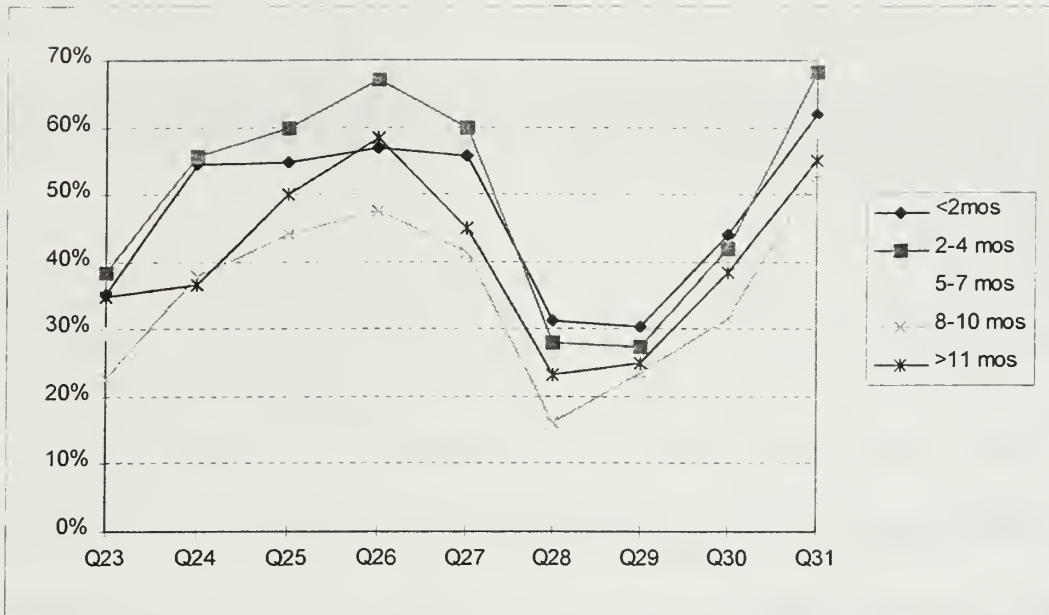


Figure 4. Responses to Questions 23-31 by Time in DEP (Disagree)

Table 26. Successful vs. Unsuccessful Completion of Basic Training by DEP Meetings Attended

Category	Successful		Unsuccessfals		Total	
	Number	Percent	Number	Percent	Number	Percent
<2 Meetings	389	81.38	89	18.62	478	100.00
2-4 Meetings	245	85.96	40	14.04	285	100.00
5-7 Meetings	142	95.30	7	4.70	149	100.00
>8 Meetings	67	80.72	16	19.28	83	100.00

Figure 5 shows the dramatic differences in disagreement on each training topic as DEP meetings increased. As with DEP length, Question #24 (Military Drill) and Question #25 (Military Rank & Recognition) show that these topics were more likely to be taught as the recruit attended more DEP meetings.

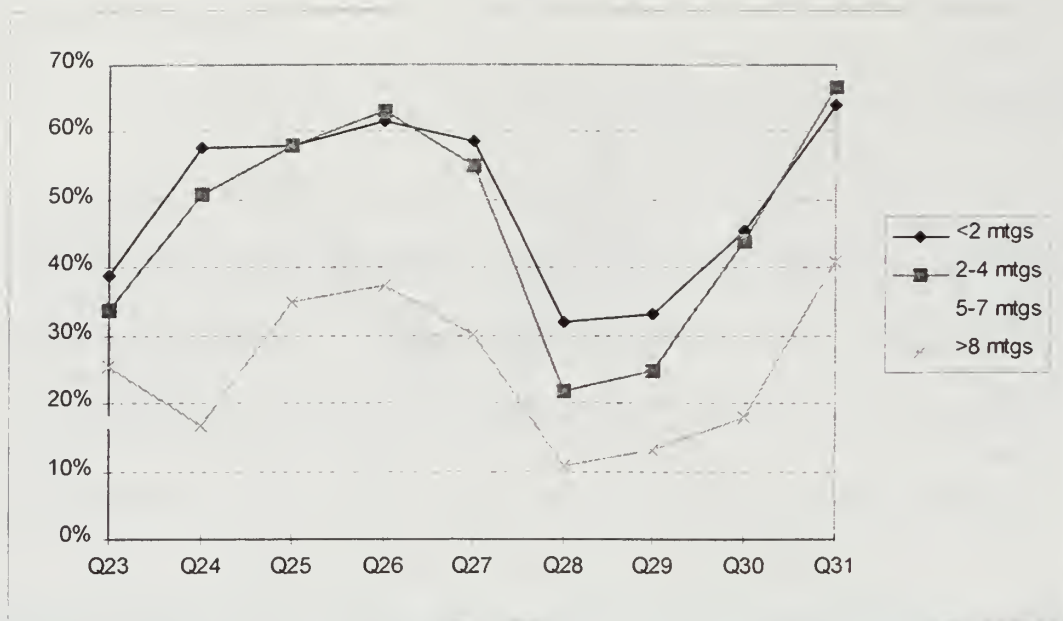


Figure 5. Responses to Questions 23-31 by DEP Meetings Attended (Disagree)

9. Recruiter Contact

Establishing contact between the recruiter and the DEPper is essential for success at RTC. Recruiters are required to contact their DEPpers four times a month with one contact in person (COMNAVCRUITCOM Instruction 1133.7A). Key information can be transferred during these established communications, especially during the in-person visit. The DEPper and recruiter may go over formal or informal training as well as making sure the DEPper is still motivated for basic training. Table 27 shows that attrition decreases as the number of recruiter contacts per month increases. Recruits who never contacted their recruiters, or vice versa, experienced the highest attrition rate (42 percent), which was 20 percentage points higher than those recruits who just had contact once a month (22 percent). Recruits who had four or more contacts had the highest success rate.

Table 27. Successful vs. Unsuccessful Completion of Basic Training by Recruiter Contact Per Month

<i>Category</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>		<i>Total</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Never	25	58.14	18	41.86	43	100.00
Once	80	78.43	22	21.57	102	100.00
Twice	143	85.63	24	14.37	167	100.00
Three Times	189	85.52	32	14.48	221	100.00
>Four Times	405	87.47	58	12.53	463	100.00

Figure 6 shows that those DEPPers who had little contact (once or never) with their recruiters were more likely to say that they had not had specific training modules as compared to those who routinely contacted their recruiter. Over 60 percent of those who had little contact disagreed with all but Question #28 (Navy Educational Opportunities).

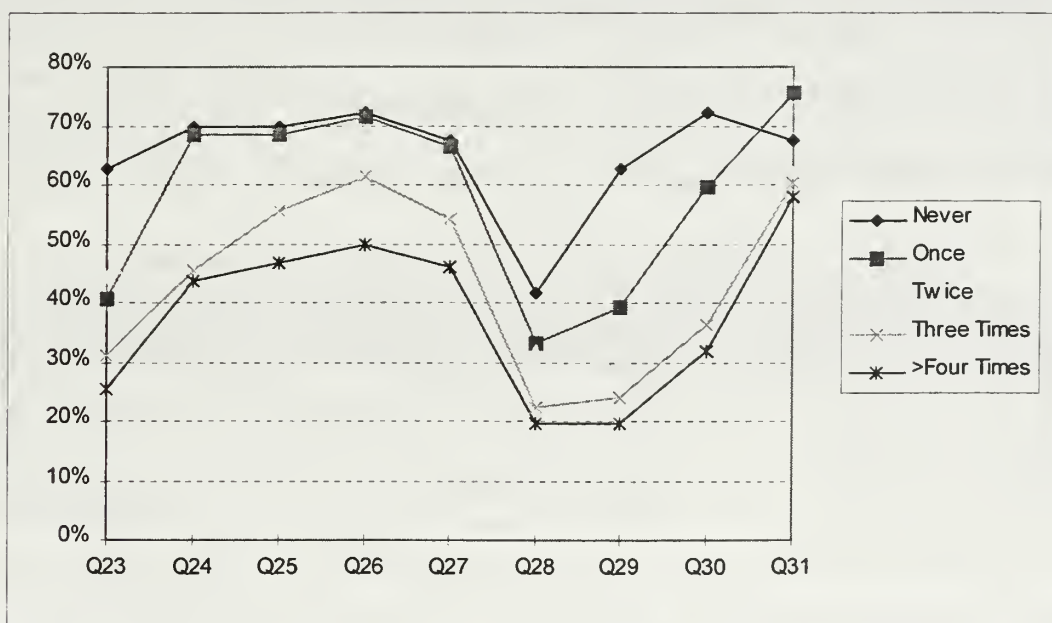


Figure 6. Responses to Questions 23-31 by Recruiter Contact Per Month (Disagree)

B. DEP'S EFFECTIVENESS IN PREPARING DEPPERS FOR BASIC TRAINING

After looking at what type of training was involved in the DEP and how much was actually being done, it is interesting now to look into how the DEPPers think the DEP prepared them for basic training. This is an important area to examine because it gives a feedback mechanism of DEPPers' perceptions . Question #17 asks specifically if the DEP effectively prepared the recruit for basic training; Question #22 asks how the DEP PQS prepared them; Question #32 asks if the DEPper felt that DEP could have prepared them better for basic training; and finally Question #33 asks all recruits (DEPPers and Direct Shippers) if they were prepared for basic training.

1. The DEP Effectively Prepared Recruits for Basic Training (Q17)

Table 28 shows that 38 percent of the total said that the DEP had not effectively prepared them for basic training, while 31 percent said that it had. Nearly one-third of the remaining respondents gave no opinion. Analyzing the data for graduates and attrites, Table 29 shows that nearly 60 percent of the "Unsuccessfulls" said that the DEP had not prepared them for basic training as compared to 35 percent of the "Successfulls."

Looking at the differences between gender, Table 30 shows that females had a disagreement rate of over 50 percent on this question while their male counterparts only had 36 percent in disagreement that the DEP helped prepare them. Table 31 shows small differences as a function of age on this question.

Table 28. The DEP Effectively Prepared Recruits for Basic Training by Total Responses.

<i>Response</i>	<i>Number</i>	<i>Percent</i>
Disagree	380	38.19
Neither Agree nor Disagree	304	30.55
Agree	311	31.26
Total Responses	995	100.00

Table 29. The DEP Effectively Prepared Recruits for Basic Training by Successful vs. Unsuccessful Completion of Basic Training.

<i>Response</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Disagree	289	34.36	91	59.09
Neither Agree nor Disagree	266	31.63	38	24.68
Agree	286	34.01	25	16.23
Total Responses	841	100.00	154	100.00

Table 30. The DEP Effectively Prepared Recruits for Basic Training by Gender.

<i>Response</i>	<i>Females</i>		<i>Males</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Disagree	78	50.98	300	35.76
Neither Agree nor Disagree	30	19.61	274	32.66
Agree	45	29.41	265	31.58
Total Responses	153	100.00	839	100.00

Table 31. The DEP Effectively Prepared Recruits for Basic Training by Age.

<i>Response</i>	<i>17-18 Years</i>		<i>19 + Years</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Disagree	103	38.87	277	37.95
Neither Agree nor Disagree	75	28.30	229	31.37
Agree	87	32.83	224	30.68
Total Responses	265	100.00	730	100.00

The study found that there were small differences among racial groups, and also among the education groups. Therefore, refer to Appendix D to view the results from the question in more detail.

Figure 7 shows that as DEP length increases, the percentage of respondents who felt the DEP helped prepare them for basic training also increases. Similarly, Figure 8 shows the same effects as a function of DEP meetings attended. Finally, Figure 9 shows the importance of recruiter contact on whether the recruits perceived that the DEP helped to prepare them or not.

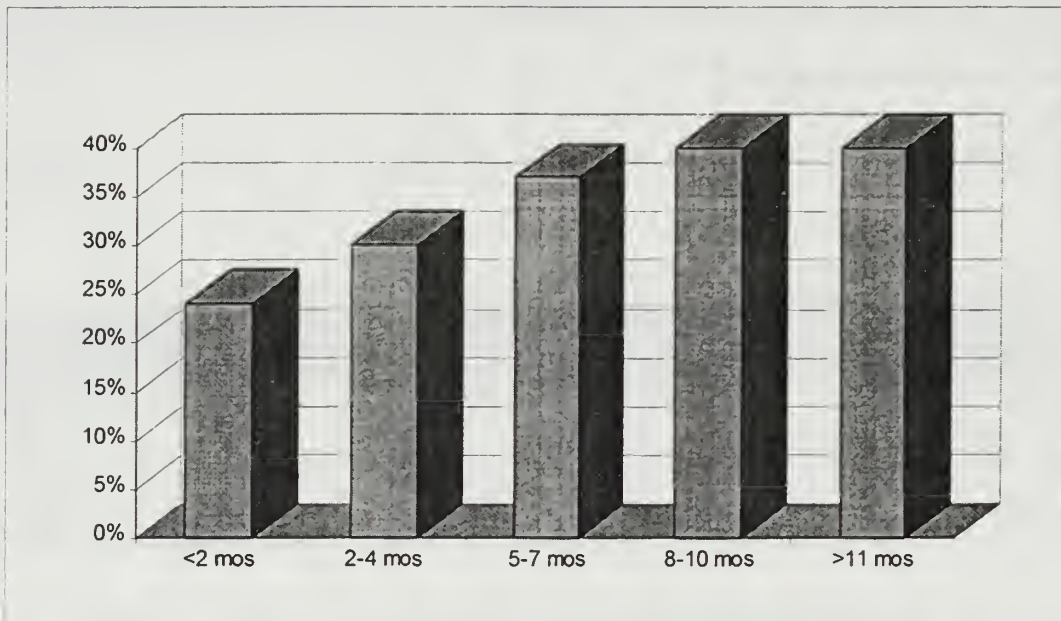


Figure 7. Responses to Question #17 by DEP Length (Agree)

2. DEP PQS Prepared Recruits for Basic Training (Q22)

Looking at the DEP's main training guide (DEP PQS), Question #22 addresses perceptions of how effective DEP for prepared recruits for basic training. Previously, it was shown that DEP PQS was not used by many of the DEPpers and those who did use it

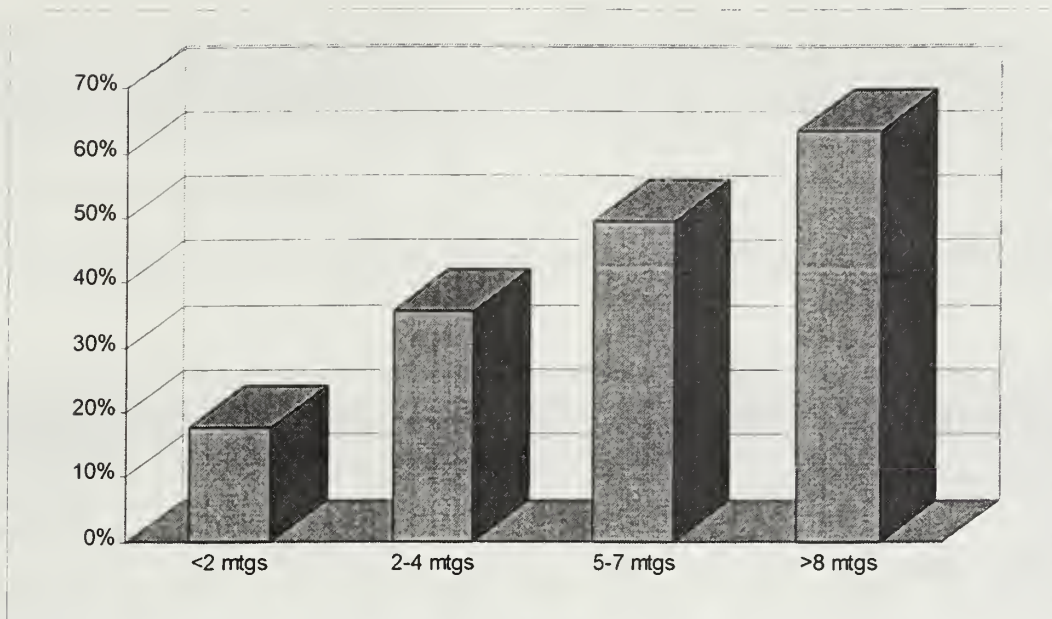


Figure 8. Responses to Question #17 by DEP Meetings Attended (Agree)

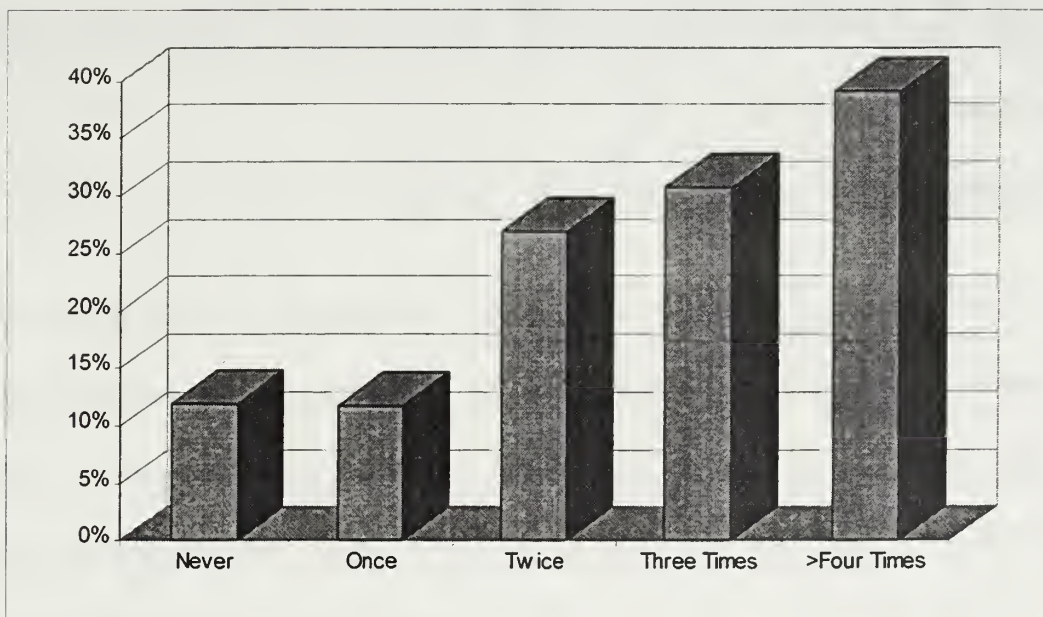


Figure 9. Responses to Question #17 by Recruiter Contact Per Month (Agree)

did very little toward completing it. Table 32 shows that the majority (44 percent) of those who used DEP PQS had no opinion on whether it helped them prepare for basic training. Nevertheless, Table 33 shows that over 41 percent of the “Unsuccessfulls” disagreed while only 22 percent agreed that the PQS helped.

Table 32. The DEP PQS Prepared Recruits for Basic Training by Total Responses.

<i>Response</i>	<i>Number</i>	<i>Percent</i>
Disagree	139	27.31
Neither Agree nor Disagree	224	44.01
Agree	146	28.68
Total Responses	509	100.00

Table 33. The DEP PQS Prepared Recruits for Basic Training by Successful vs. Unsuccessful Completion of Basic Training.

<i>Response</i>	<i>Successfulls</i>		<i>Unsuccessfulls</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Disagree	113	25.34	26	41.27
Neither Agree nor Disagree	201	45.07	23	36.51
Agree	132	29.59	14	22.22
Total Responses	446	100.00	63	100.00

Table 34 shows that females had different perceptions of DEP PQS than their male counterparts. Females disagreed that the DEP PQS helped prepare them more often than males by nearly 11 percent (36 percent versus 25 percent). There is also disagreement between the two age categories as Table 35 shows that 33 percent of 17- to 18-year-olds agree that DEP PQS helped prepare them, while 27 percent of the older recruits agreed.

Table 34. The DEP PQS Prepared Recruits for Basic Training by Gender.

Response	Females		Males	
	Number	Percent	Number	Percent
Disagree	27	36.00	110	25.46
Neither Agree nor Disagree	22	29.33	202	46.76
Agree	26	34.67	120	27.78
Total Responses	75	100.00	432	100.00

Table 35. The DEP PQS Prepared Recruits for Basic Training by Age.

Response	17-18 Years		19 + Years	
	Number	Percent	Number	Percent
Disagree	32	22.70	107	29.08
Neither Agree nor Disagree	62	43.97	162	44.02
Agree	47	33.33	99	26.90
Total Responses	141	100.00	368	100.00

A higher percentage of high school diploma graduates agreed that the DEP PQS helped prepare them for basic training than those with GEDs or post-high school education as shown in Table 36. DEP length and DEP meetings did not have any particular effect on whether DEP PQS was effective, therefore refer to Appendix D for more detailed information.

However, in Figure 10 recruiter contact has a significant impact on the effectiveness of DEP PQS in preparing recruits for basic training. More contacts with the recruiter are related to a higher percentage of respondents who said that DEP PQS helped to prepare them. This may imply that recruiters are doing some DEP PQS when they meet with their DEPpers for their monthly visual contact.

Table 36. The DEP PQS Prepared Recruits For Basic Training by Education

<i>Response</i>	<i>GED</i>		<i>HSDG</i>		<i>Post-HSDG</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Disagree	16	32.00	92	28.39	31	23.85
Neither Agree Nor Disagree	23	46.00	135	41.67	62	47.69
Agree	11	22.00	97	29.94	37	28.46
Total Responses	50	100.00	324	100.00	130	100.00

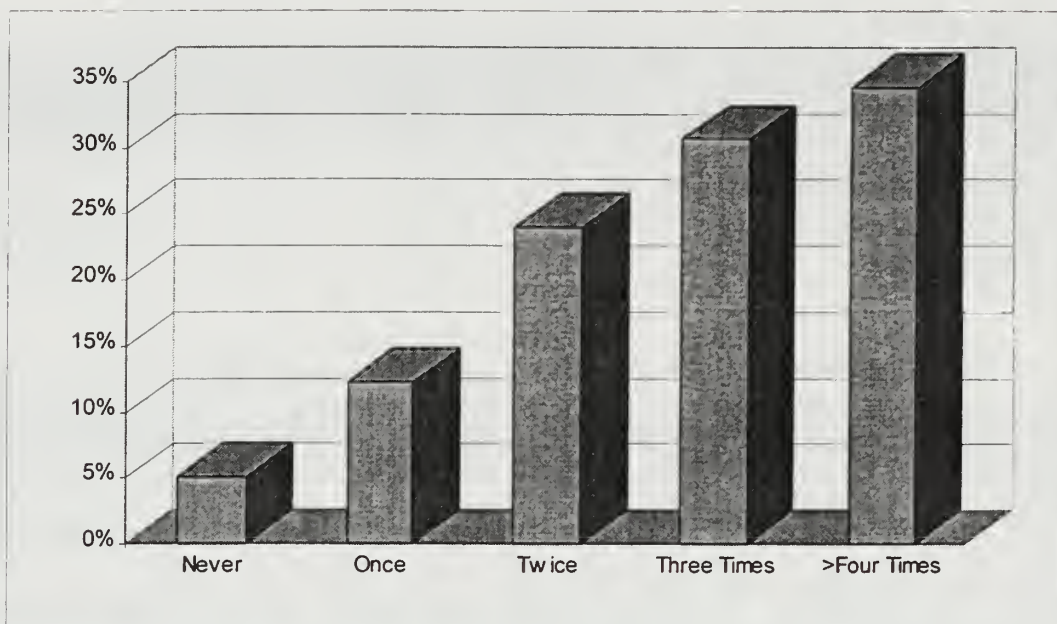


Figure 10. Responses to Question #22 by Recruiter Contact Per Month (Agree)

3. DEP Could Have Prepared Recruits Better For Basic Training (Q32)

Question #32 asks specifically if the DEPPers felt that more could have been done to prepare them for basic training while in the DEP. Looking into this question gives another measure of how much the DEP had an effect on preparing recruits. Table 37 shows that of the total responses, the majority of DEPPers (61 percent) agreed that the DEP could have prepared them better, while only 16 percent disagreed and felt that their time in the DEP prepared them adequately.

Table 37. DEP Could Have Prepared Recruits Better For Basic Training by Total Responses.

<i>Response</i>	<i>Number</i>	<i>Percent</i>
Disagree	156	15.79
Neither Agree nor Disagree	227	22.98
Agree	605	61.23
Total Responses	988	100.00

Table 38 shows that the majority of both “Successfuls” and “Unsuccessfuls” agree that the DEP could have prepared them better. Breaking down the question by gender, Table 39 shows that 71 percent of the females agreed that the DEP could have done better, while 60 percent of the males felt this way. This may show that females have had a harder time adjusting to the rigors of basic training and thought better preparation in the DEP may have made the adjustment to military life smoother, although, the percentage is quite high regardless of gender.

Table 40 shows the responses to Question #32 by age. Recruits between 17-18 years of age had a somewhat higher percentage (65 percent) indicate that DEP could have prepared them better, while recruits 19 years and older responded with 60 percent.

Table 38. DEP Could Have Prepared Recruits Better For Basic Training by Successful vs. Unsuccessful Completion of Basic Training.

<i>Response</i>	<i>Successfuls</i>		<i>Unsuccessfuls</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Disagree	125	14.95	31	20.39
Neither Agree nor Disagree	203	24.28	24	15.79
Agree	508	60.77	97	63.82
Total Responses	836	100.00	152	100.00

Table 39. DEP Could Have Prepared Recruits Better For Basic Training by Gender.

<i>Response</i>	<i>Females</i>		<i>Males</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Disagree	22	14.29	133	16.00
Neither Agree nor Disagree	22	14.29	205	24.67
Agree	110	71.42	493	59.33
Total Responses	154	100.00	831	100.00

Table 40. DEP Could Have Prepared Recruits Better For Basic Training by Age.

<i>Response</i>	<i>17-18 Years</i>		<i>19 + Years</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Disagree	43	16.29	113	15.61
Neither Agree nor Disagree	50	18.94	177	24.45
Agree	171	64.77	434	59.94
Total Responses	264	100.00	724	100.00

Looking at education levels, Table 41 shows that recruits holding a high school diploma had higher agreement rate than GEDs and post-high school education recruits that DEP could have prepared them better for basic training.

Table 41. DEP Could Have Prepared Recruits Better For Basic Training by Education

<i>Response</i>	<i>GED</i>		<i>HSDG</i>		<i>Post-HSDG</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Disagree	16	16.84	90	14.76	46	17.10
Neither Agree Nor Disagree	25	26.32	138	22.62	61	22.68
Agree	54	56.84	382	62.62	162	60.22
Total Responses	95	100.00	610	100.00	269	100.00

When looking at DEP length, DEP meetings, and recruiter contact there are few differences among these categories, therefore, refer to Appendix D for more detailed information.

V. CONCLUSIONS & RECOMMENDATIONS

A. CONCLUSIONS

First, DEP training should be the focus of further research. This thesis explored the relationships between DEP training and basic training and first-term attrition. Studies over the past 15 years have considered the importance of DEP in lowering the probability of attrition, yet none of them looked any farther at what actually goes on in the DEP. The present research was meant to “open the door” for more extensive research on the policy implications of making the DEP a more effective means of training and preparing recruits for basic training.

The study presents overwhelming evidence that training is not being conducted in the DEP even though there are established requirements that mandate it. DEppers are required to use DEP PQS, attend DEP meetings, and establish contact with their recruiters once a week; however, the study showed that these requirements were not being followed. Increased training in the DEP was associated with a decreased percentage of recruits of attriting from basic training. The “Successfuls” indicated they experienced more training in the DEP than the “Unsuccessfuls.” The data suggest the importance of formal training in the DEP for recruits to succeed.

Along the same lines, realistic expectations of basic training appear necessary to smooth the transition from civilian to military life. It was surprising to notice over one-third of all the DEppers say that they were not told what to expect at basic training. DEppers, especially females and attrites, stated that they wanted more out of the DEP to

prepare them better for life at RTC. Giving a realistic preview may produce a significant effect on reducing the uncertainties and, at the same time, reduce basic training attrition.

Finally, DEP meetings and recruiter contact are considered extremely important for training recruits for basic training. The study showed that with more meetings and contacts with the recruiter, more knowledge was obtained for preparation of basic training. Currently, only these two methods are used for providing information to the DEPpers about life at boot camp. Attendance at DEP meetings and regularly established communications between the recruiter and recruits seem necessary for the program to remain viable.

B. RECOMMENDATIONS

The DEP could be improved to prepare recruits for basic training, but careful considerations need to be taken into account before a solution can be made to solve the DEP problems. First, the majority of these DEPpers are attending high school or recently graduated. These are very turbulent times for young men and women. Issues of relationships to deal with, school activities, work and career goals, parental influence, peer pressure, mentors, world economy, local economy, politics, crime, rediscovering oneself and so forth compete to make this period of life extremely complex and bewildering. This “fragile” group of young men and women needs to be understood. Not doing so will make little positive effect on trying to establish an effective DEP policy and may result in a program unable to allow and keep young men and women in Navy recruiting pipelines. Second, and closely related, the Navy is at the mercy of these recruits. If not given the attention they need, they will easily be “turned-off” and they

will find other areas that will “turn them on.” So, what can be done to improve the training and preparation for these individuals while they are in the DEP?

The Navy cannot force recruits to be “ready” for basic training. Simply going through the motions to make sure a DEPper receives the information will not help if he/she did not want the information or felt it was not worth the time. Making a recruit finish a training program just for the sake of “checking a block” does the recruit and the Navy no good. It must be done for the right reason. The following areas need further research to determine their viability to the Navy.

1. Re-establish Training Program

One of the first things that could be done is to re-establish a rigorous training program in the DEP. As shown in Appendix C, the DEP PQS is not a “user friendly” document. It is plain black and white text with no interesting graphics or colors. Some may argue that the PQS is standard to the entire Navy’s PQS system and why should it be any different from what the fleet is using? Along these same lines, others would argue that they (the DEPpers) are enlisted in the Navy and should be following the same format as the rest of the fleet. Those may all be reasonable arguments, however the Navy is dealing with individuals who have not yet transitioned from “civilian-to-military” life. A smoother transition would be preferred. Creating a document that reflects the latest trends and expectations of this group may provide a more profound effect than a simple black and white training manual.

An alternative to a DEP PQS manual would be the creation and use of Interactive Course Ware (ICW) or Internet Based Instruction (IBI) for use of training. Through these training delivery systems components of the DEP can be presented electronically with more effectiveness. DEPpers could go to the recruiting station and log-on to the computer to conduct their training or be able to do it from their own home, whichever is more convenient for the DEPper. The recruiter can then check the progress of the DEPper and make any needed adjustments in training to ensure that he/she fully understands the training exercise.

To motivate the recruit to complete his/her training while in the DEP, an incentive system could be established. One of the easiest incentives for the DEPper is advancement to E-2 or E-3. This option would not prove costly to the Navy. Currently, CNRC uses this same approach for DEPpers who have provided recruiters with referrals who enlist in the Navy. The reason behind this policy is that it is cheaper to have a DEPper provide names to the recruiter than having the recruiter go out and find prospects the traditional way. If the DEPper completes his/her training, the costs for promotion to a higher pay-grade may be less than losing the person to attrition. If not promotion, then some kind of reward system that would provide incentive for the recruit to finish the training should be considered.

2. Realistic Job Preview (RJP)

RJP can be considered as an another approach of preparing recruits for basic training. The theory behind RJP supports the idea of providing new recruits with more realistic expectations of basic training. As a result, the theory suggests that DEPpers will

experience the rigors of basic training before going to RTC. A recruit given a RJP should (1) make a better choice of whether to accept or reject a job offer; (2) feel a greater commitment to a job choice since it is based on complete information; and (3) be better able to cope with job stress because there are few surprises and disappointments once he/she enters the job (Wanous & Baker, 1987).

The Pennsylvania Army National Guard (PAANG) adopted RJP after years of witnessing high attrition rates from basic training. Each Guard member who was scheduled to report to basic training within the next month went through a four-day course that included drill, administrative procedures, truths about boot camp, and physical training; all activities representing what boot camp would be like. The PAANG noticed a dramatic decrease in attrition from basic training and experienced significantly lower attrition than the regular U.S. Army, the Army Reserve, and the rest of the National Guard (Schuler & Perkins 1988).

Closely related to RJP is having DEPPers participate with local Naval Reserve Centers. NRD New York assigns their DEPPers to participate alongside drilling reservist around the area (Ramos, 1998). Requiring recruits to spend time at a Reserve Center gives them an opportunity to observe actual naval activities showing a true and somewhat accurate picture of fleet experience. If the Reserve Center is located too far away, maybe an alternative would be to support the creation of an internet connection with the DEP and the Center in order to provide the same information.

Additional studies and analyses have been done in the military with RJP (Wanous & Baker, 1987; Baker, Julius & Wanous, 1989) and they have found some success. Overall, RJP has not been seriously explored by the active services.⁹

3. DEP Meetings

Since DEP meetings are designed as a time where all the DEPPers can get together with their recruiters and peers to learn valuable information about basic training and the Navy, they should be judged worthwhile for the DEPper to attend. This study showed that DEP meetings were deemed important for DEPPers to receive valuable information about basic training. However, meetings need to be productive for the limited time available. The average amount of DEP meetings attended by the sample was 3.27 meetings, hardly enough time to prepare recruits for their new life in the Navy. Meetings would be viewed more positively by DEPPers if they were paid for attending to help offset any other opportunity costs they may have lost to attend. The Navy is dealing with DEPPers who hold at least part-time jobs when they are waiting in the DEP. In the survey data sample, the average hours worked per week was over 33 hours, hence, giving up work time to attend DEP meetings is costly for the DEPper. If a choice needs to be made between work and DEP meetings, most likely, the DEPper will opt for working since he/she will be getting paid.

⁹ LCDR Brose at the Naval Postgraduate School is currently doing a thesis on RJP for basic training. The thesis should be completed at the time of this study's release.

4. Organizational Change

From the author's viewpoint, it seems that there is a problem of "ownership" of the DEPper. Once a recruit signs a contract telling the Navy that he/she is intending to join the Navy, who should be the "owner" of the individual waiting to attend basic training? Currently, CNRC, through the recruiter, maintains overall responsibilities for the DEPper until he/she enters the gates of RTC Great Lakes.¹⁰ The recruiter is responsible for ensuring that the DEPper is attending meetings, being motivated, counseled, and that he/she has no obstacles that would bar entry into the Navy. This same recruiter does this for each member of the DEP assigned to him/her. If done right, it is very time consuming. At the same time, the recruiter must recruit more individuals to sign contracts to join the Navy. If done correctly, this task is even more time consuming. Is there a conflict of interests between the tasks? Both activities of the recruiter are demanding. Which will take priority? The answer is most likely the recruiting side, leaving the DEPper on his/her own.

Should RTC establish a greater interest in the DEP? Currently, RTC does not own the DEPper until he/she arrives at Great Lakes. Would it be in the best interest for RTC to know exactly what type of recruit it is getting? RTC owns the corporate knowledge of what goes on inside its own gates. Therefore, should that corporate knowledge not be transferred to the DEPper via RTC? Whomever takes ownership, the issue needs to gain greater attention than it is currently getting.

¹⁰ Recruiters are now credited for having their DEPpers make it through basic training, so there is some interest from the recruiter to ensure that the DEPper is prepared.

5. “Making an Investment”

Benefits can be seen in making the DEP more productive through training and motivation. Overall DEP attrition could be reduced by requiring DEPpers to actively participate in the DEP. If a recruit feels that he/she is given full attention, that individual may not be likely to be “lured away” from the numerous outside forces encountered during their time in the DEP. Therefore, if DEP attrition is reduced, CNRC could cut back on recruiting goals, saving money and freeing up more time for the recruiter for other critical roles. In addition, if basic training attrition drops because more recruits were better prepared, then RTC would spend less money and time processing these individuals back to their home of record.

Further expanding on this concept, the same type of training could be done for A-school and job specific rate training while the member is in the DEP through ICW, IBI, distance learning or other instructional media. Much potential exists in the DEP that could be used as a valuable training resource, all it takes is an investment at the start to make the recruit part of the Navy team.

This study did not conduct a cost-benefit analysis to determine if it is worthwhile to pursue a new training device or possible re-organization. Any new change costs money, but if the benefits outweigh the costs, then it should be pursued. Additionally, research should be aggressively pursued to survey the same individuals at different points of their naval careers to establish if pre-entry level training created any impact.

APPENDIX A

SURVEY QUESTIONNAIRE

1. What is your gender?

- A. Male
- B. Female

2. What is your race?

- A. Asian
- B. Black
- C. Caucasian
- D. Hispanic
- E. Other

3. What is your present age?

- A. 17-18 years
- B. 19-20 years
- C. 21-22 years
- D. 23-24 years
- E. 25 years or older

4. What is your present level of education?

- A. GED or equivalent
- B. High School Diploma Graduate
- C. Some college
- D. Bachelors Degree
- E. Masters Degree

5. How many miles was it from your home to your recruiting station?

- A. Less than 1 mile
- B. 1-5 miles
- C. 6-10 miles
- D. 11-15 miles
- E. More than 15 miles

6. How do you feel about this statement? "I was prepared for the physical demands of basic training at RTC."

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

7. How much physical training did you do prior to reporting for basic training?

- A. None
- B. Once a month
- C. Once a week
- D. 2-3 times a week
- E. More than 3 times a week

8. Did you know your 11 general orders prior to reporting to basic training?

- A. Yes
- B. No
- C. I knew some of them
- D. Don't know

9. Were you in the Delayed Entry Program (DEP)?

- A. Yes
- B. No (Go to question #33)

10. How long were you in the DEP before reporting to basic training?

- A. Less than 2 months
- B. 2-4 months
- C. 5-7 months
- D. 8-10 months
- E. More than 11 months

11. How many times did you attend DEP meetings?

- A. Less than 2 meetings
- B. 2-4 meetings
- C. 5-7 meetings
- D. 8-10 meetings
- E. More than 11 months

12. Did you ever miss any DEP meetings?

- A. Yes, I missed all the DEP meetings
- B. Yes, I missed some of the DEP meetings
- C. No, I never missed (Go to Question #14)

13. What were your reasons for missing DEP meetings?

- A. Lack of transportation
- B. Job interfered
- C. School activities interfered
- D. Wasn't interested
- E. Other

14. How do you feel about this statement? "I would have liked more DEP meetings and activities."

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

15. Did you have a job while you were in the DEP?

- A. Yes
- B. No (Go to Question #17)

16. How many hours a week did you work?

- A. Less than 10 hours
- B. 11-20 hours
- C. 21-30 hours
- D. 31-40 hours
- E. Over 40 hours

17. How do you feel about this statement? "The DEP effectively prepared me for basic training."

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

18. While in the DEP, approximately how many times did you talk with your recruiter in a month?

- A. Never
- B. Once a month
- C. Twice a month
- D. Three times a month
- E. More than four times a month

19. How do you feel about this statement? “While in the DEP, I felt like I was part of the Navy team.”

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

20. While in DEP, did you train for basic training using the Personnel Qualification Standards (PQS)?

- A. Yes
- B. No (Go to #23)
- C. Don't Know

21. How much of your DEP PQS did you complete prior to reporting to basic training?

- A. None
- B. Some
- C. Half
- D. Most
- E. All

22. How do you feel about this statement? “The DEP PQS prepared me for basic training.”

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

23. How do you feel about this statement? “While in the DEP, I was told about what to expect at basic training.”

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

24. How do you feel about this statement? “While in the DEP, I was taught military drill (e.g., hand salute, attention, parade rest, facing movements).”

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

25. How do you feel about this statement? “While in the DEP, I was taught rank and military recognition (e.g., identify enlisted and officer ranks, warfare devices).”

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

26. How do you feel about this statement? “While in the DEP, I was taught about naval uniforms (e.g., grooming standards, “gig” lines, shining shoes).”

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

27. How do you feel about this statement? “While in the DEP, I was taught customs and courtesies (e.g., saluting, colors, chain-of-command).”

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

28. How do you feel about this statement? “While in the DEP, I was taught the Navy’s educational opportunities (e.g., GI Bill, Tuition Assistance, Navy Campus program).”

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

29. How do you feel about this statement? “While in the DEP, I was taught the Navy’s advancement system (e.g., E-1 to E-3, eligibility requirements, how to prepare).”

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

30. How do you feel about this statement? "While in the DEP, I was taught safety."

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

31. How do you feel about this statement? "While in the DEP, I was taught first aid."

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

32. Do you think the DEP, in general, could have prepared you better for basic training (e.g., physically, mentally, professionally)?

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

33. How do you feel about this statement? "Overall, I was prepared for basic training prior to reporting to Great Lakes."

- A. Strongly disagree
- B. Mildly disagree
- C. Neither agree nor disagree
- D. Mildly agree
- E. Strongly agree

APPENDIX B

FY-97 BASIC TRAINING ATTRITION

Reason	Male	%	Female	%	Total	%Total/Access	%Total/Attrites
Student Flow (Accessions)	40312	86.15%	6479	13.85%	46791	100.000%	0.000%
Academic	2	100.00%	0	0.00%	2	0.004%	0.030%
Motivational Non-Academic	1595	81.75%	356	18.25%	1951	4.170%	29.570%
<i>Neg/Mil Attitude</i>	7	87.50%	1	12.50%	8	0.017%	0.121%
<i>Non-Adapt Mil Life</i>	79	90.80%	8	9.20%	87	0.186%	1.319%
<i>Med/Ortho</i>	212	90.21%	23	9.79%	235	0.502%	3.562%
<i>Med/Podiatry</i>	32	86.49%	5	13.51%	37	0.079%	0.561%
<i>Psychiatric</i>	403	77.95%	114	22.05%	517	1.105%	7.836%
<i>Psychological P.D.</i>	455	83.18%	92	16.82%	547	1.169%	8.290%
<i>Psychological S.R.</i>	328	75.93%	104	24.07%	432	0.923%	6.547%
<i>Declared Deserter</i>	11	84.62%	2	15.38%	13	0.028%	0.197%
<i>Misconduct</i>	62	91.18%	6	8.82%	68	0.145%	1.031%
<i>PRT Failures</i>	0	0.00%	0	0.00%	0	0.000%	0.000%
<i>Misc</i>	6	85.71%	1	14.29%	7	0.015%	0.106%
Non-Motivational Non-Academic	4167	89.71%	478	10.29%	4645	9.927%	70.400%
<i>Hardship</i>	7	70.00%	3	30.00%	10	0.021%	0.152%
<i>Medical</i>	990	84.33%	184	15.67%	1174	2.509%	17.793%
<i>Civil Conviction</i>	22	95.65%	1	4.35%	23	0.049%	0.349%
<i>Drug Subsequent Screen</i>	462	92.96%	35	7.04%	497	1.062%	7.533%
<i>Motor Skills Coordination</i>	0	0.00%	0	0.00%	0	0.000%	0.000%
<i>Obesity</i>	0	0.00%	0	0.00%	0	0.000%	0.000%
<i>Fraudulent Enlistment</i>	1810	94.37%	108	5.63%	1918	4.099%	29.069%
<i>Pregnancy</i>	0	0.00%	25	100.00%	25	0.053%	0.379%
<i>Erroneous Enlistment</i>	395	88.76%	50	11.24%	445	0.951%	6.744%
<i>N.A.F. Mental Eval Test</i>	478	86.91%	72	13.09%	550	1.175%	8.336%
<i>Underage</i>	1	100.00%	0	0.00%	1	0.002%	0.015%
Total Attrition	5764	87.36%	834	12.64%	6598	14.101%	100.000%

APPENDIX C

DEP PERSONNEL QUALIFICATION STANDARDS (PQS)

	NAME OF DEP		
QUALIFICATION START DATE		QUALIFICATION DUE DATE	
PQS STANDARD	RECOMMENDED SEQUENCE	POINT VALUE	QUALIFIER
1. DEP RESPONSIBILITY	1	05	
2. RECRUIT TRAINING	2	05	
3. MILITARY DRILL	3	05	
4. RANK & RECOGNITION	4	05	
5. NAVAL UNIFORMS	5	05	
6. CUSTOMS & COURTESIES	6	05	
7. NAVAL SHIPS AND AIRCRAFT	7	05	
8. EDUCATIONAL OPPORTUNITIES	8	05	
9. NAVY ADVANCEMENT SYSTEM	9	05	
10. SAFETY	10	05	
11. FIRST-AID	11	05	
12. PERSONAL HYGIENE	12	05	
13. FINAL QUALIFICATION	13	NO POINTS	
TOTAL POINTS FOR MODULE: 60			
MAXIMUM QUALIFICATION TIME: 6 MONTHS			
MINIMUM POINT PER MONTH: 10			

PQS STANDARD
DEP

QUALIFIER
SIGNATURE
AND DATE

1. DEP RESPONSIBILITY

- a. Recite the eleven general orders of a sentry. _____
- b. Explain the program in which you enlisted. _____
- c. Explain proper conduct while in DEP. _____
- d. Conduct a training lecture/presentation
at a DEP meeting. _____
- e. Explain the DEP referral program. _____

TOTAL POINTS: 05 (REF: Recruit Training handbook, DEP
Training Lecture, Navy Recruiting)

2. RECRUIT TRAINING

- a. Explain what to bring to Recruit Training
Command (RTC). _____
- b. Explain reporting procedures at RTC. _____
- c. Explain what to expect at RTC. _____
- d. Explain the necessary attitude to adopt while
at RTC. _____
- e. Explain what your parents would do in case of
an emergency while you are at RTC. _____
- f. Explain what you can expect upon graduation
from RTC. _____

TOTAL POINTS: 05 (REF: Recruit Training handbook, DEP
Training Lecture, Navy Recruiting)

PQS STANDARD
DEP

QUALIFIER
SIGNATURE
AND DATE

3. MILITARY DRILL

a. Demonstrate the ability to:

(1) Hand salute.

(2) Stand at attention.

(3) Stand at parade rest.

(4) Execute a left face.

(5) Execute a right face.

(6) Execute an about face.

(7) Execute dress right dress at normal
and close intervals.

(8) Demonstrate how to uncover.

TOTAL POINTS: 05 (REF: Recruit Training handbook, DEP
Training Lecture, Navy Recruiting)

4. RANK AND RECOGNITION

a. Name and identify enlisted ranks from
E-1 thru E-9.

b. Name and identify officer ranks from
O-1 thru O-10.

c. Demonstrate the ability to recognize rank and
rating insignias for both officer and enlisted.

d. Name and identify different warfare devices.

e. State the purposes of identification cards and
recognize the information contained on an
armed forces identification card/tag.

PQS STANDARD
DEP

QUALIFIER
SIGNATURE
AND DATE

TOTAL POINTS: 05 (REF: Basic Military Requirements
(NAVEDTRA 10054), Chapter 5,
DEP Training Lecture, Navy Recruiter)

5. NAVAL UNIFORMS

- a. Name and describe the basic uniform. _____
- b. Describe how your cover is properly worn. _____
- c. Describe what you "gig" line is. _____
- d. Describe how ribbons/medal are worn. _____
- e. Describe grooming standards (male & female). _____
- f. Describe techniques for uniform care. _____
- g. Describe techniques for shinning shoes. _____

TOTAL POINTS: 05 (REF: Basic Military Requirements
(NAVEDTRA 10054), Chapter 5,
DEP Training Lecture, Navy Recruiter)

6. CUSTOMS AND COURTESIES

- a. Describe when, where and whom to salute. _____
- b. Describe procedure for arriving and departing
a quarterdeck. _____
- c. Describe the procedures followed during
morning and evening colors. _____
- d. Identify the two main objective of the
Department of the Navy. _____

PQS STANDARD
DEP

QUALIFIER
SIGNATURE
AND DATE

- e. Identify the duties of the commanding officer, executive officer, department head, division officer, and division chief petty officer.

TOTAL POINTS: 05 (REF: Basic Military Requirements (NAVEDTRA 10054), Chapter 3 & 4, DEP Training Lecture, Navy Recruiter)

7. NAVAL SHIPS AND AIRCRAFT

- a. Define the following various terms involving a ship's structure:

- (1) Hull
- (2) Waterline
- (3) Freeboard
- (4) Draft
- (5) Forecastle
- (6) Fantail
- (7) Keel
- (8) Deck
- (9) Bulkhead
- (10) Overhead
- (11) Superstructure
- (12) Compartmentation
- (13) Compartment identification

- b. Basic identification of naval ships and their purpose.

- c. Basic identification of naval aircraft and their purpose.

TOTAL POINTS: 05 (REF: Basic Military Requirements (NAVEDTRA 10054), Chapter 16, DEP Training Lecture, Navy Recruiter)

PQS STANDARD
DEP

QUALIFIER
SIGNATURE
AND DATE

9. NAVY ADVANCEMENT

a. Explain the path of advancement for: _____

1. E-1 to E-3 (designated and non-designated strikers).
2. E-4 to E-6.
3. E-7 to E-9

b. Explain the qualifications required for advancement. _____

c. Explain the eligibility requirements for advancement. _____

d. Explain the selection process for advancement. _____

e. Explain how to prepare for advancement. _____

f. Explain the enlisted performance evaluation system. _____

TOTAL POINTS: 05 (REF: Basic Military Requirements
(NAVEDTRA 10054), Chapter 16,
DEP Training Lecture, Navy Recruiter)

10. SAFETY

a. Explain individual responsibility for safety. _____

b. Identify some general safety precautions and hazards. _____

c. Determine proper actions to be taken in various hazardous operations and potentially dangerous situations. _____

d. Explain signs, labels and symbols used to identify hazardous materials. _____

e. Identify the procedures for reporting safety violations. _____

PQS STANDARD
DEP

QUALIFIER
SIGNATURE
AND DATE

f. Identify the procedures for using and maintaining personal protective equipment.

g. Explain the purpose, use and procedure of the Navy tag-out system.

TOTAL POINTS: 05 (REF: Basic Military Requirements (NAVEDTRA 10054), Chapter 19, DEP Training Lecture, Navy Recruiter)

11. FIRST AID

a. Identify the recommended procedures and practices for moving and transporting victims in emergency situations, including conditions in which they may or may not be moved.

b. Explain the basic principles, methods, and techniques of administering first aid.

c. Identify the purpose of and recognize the procedure associated with artificial ventilation.

d. Identify the principle of cardiopulmonary resuscitation (CPR) and the procedures for its administration.

e. Identify the symptoms of airway blockage and the procedures used to relieve such a blockage.

f. Identify the correct methods of controlling bleeding.

g. Identify the symptoms of shock and the correct procedures used for treating shock.

h. Identify the factors used to determine the state of burn injuries and the methods used to administer first aid to victims of various types of burns.

PQS STANDARD
DEP

QUALIFIER
SIGNATURE
AND DATE

i. Identify the cause and treatment of certain heat exposure injuries.

j. Identify certain types of fractures and the symptoms associated with the fractures.

TOTAL POINTS: 05 (REF: Basic Military Requirements
(NAVEDTRA 10054), Chapter 20,
DEP Training Lecture, Navy Recruiter)

12. PERSONAL HYGIENE

a. Identify the purposes for the practices in developing good personal hygiene.

TOTAL POINTS: 05 (REF: Basic Military Requirements
(NAVEDTRA 10054), Chapter 20,
DEP Training Lecture, Navy Recruiter)

PQS STANDARD
DEP

QUALIFIER
SIGNATURE
AND DATE

13. FINAL QUALIFICATION

a. Successfully complete DEP PQS module.

Date _____

A. Recommended for DEP PQS Qualification board.

I, _____, certify that _____
(DEP C.O.'s Rate/Name) (DEP's Rate/Name)

is fully prepared for final qualification by a DEP PQS board.

Qualifier's Signature _____
Date _____

B. Qualification Board.

I, _____, certify that _____
Recruiter's Rate/Name) (DEP's Rate/Name)

is qualified under the provisions of the DEP PQS program and is fully prepared for Recruit Training.

Qualifier's Signature _____

APPENDIX D

SURVEY DATA

What type of training is conducted in the DEP (Q8,Q20-Q21,Q23-Q31)?

A. Success vs Unsuccess (Q8)

#20 Use DEP PQS	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Missing	78	15	93	8.52%	9.15%	8.62%
Don't Know	178	18	194	19.23%	10.96%	17.96%
No	447	103	550	48.85%	62.80%	50.97%
Yes	214	28	242	23.39%	17.07%	22.43%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

#21 Completed DEP PQS	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
None	164	28	192	17.92%	17.07%	17.79%
Some	131	22	153	14.32%	13.41%	14.18%
Half	53	4	57	5.79%	2.44%	5.28%
Most	57	12	69	8.23%	7.32%	8.39%
All	50	7	57	5.46%	4.27%	5.28%
Missing	460	91	551	50.27%	55.49%	51.07%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

#23 Told what to expect	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	111	50	161	12.13%	30.49%	14.92%
Mildly Disagree	143	23	166	15.83%	14.02%	15.38%
Neither Agree nor Disagree	114	28	142	12.46%	17.07%	13.18%
Mildly Agree	285	27	312	31.15%	16.46%	28.92%
Strongly Agree	187	22	209	20.44%	13.41%	19.37%
Missing	75	14	89	8.20%	8.54%	8.25%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

#24 Taught military drill	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	281	77	358	30.71%	46.95%	33.18%
Mildly Disagree	115	10	125	12.57%	6.10%	11.58%
Neither Agree nor Disagree	136	21	157	14.86%	12.80%	14.55%
Mildly Agree	159	22	181	17.38%	13.41%	18.77%
Strongly Agree	151	21	172	18.50%	12.80%	15.94%
Missing	73	13	86	7.98%	7.93%	7.97%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

#25 Taught military rank	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	304	83	387	33.22%	50.81%	35.67%
Mildly Disagree	131	17	148	14.32%	10.37%	13.72%
Neither Agree nor Disagree	169	24	193	18.47%	14.63%	17.89%
Mildly Agree	155	18	171	18.94%	9.76%	15.85%
Strongly Agree	83	12	95	9.07%	7.32%	8.80%
Missing	73	12	85	7.98%	7.32%	7.88%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

#26 Taught naval uniforms	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	332	89	421	36.28%	54.27%	39.02%
Mildly Disagree	136	17	153	14.86%	10.37%	14.18%
Neither Agree nor Disagree	180	19	199	19.87%	11.59%	18.44%
Mildly Agree	133	14	147	14.54%	8.54%	13.62%
Strongly Agree	81	13	94	8.67%	7.93%	8.86%
Missing	73	12	85	7.98%	7.32%	7.88%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

#27 Taught customs & courtesies	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	285	77	362	31.15%	46.95%	33.55%
Mildly Disagree	138	18	156	15.08%	10.98%	14.46%
Neither Agree nor Disagree	179	28	207	19.56%	17.07%	19.18%
Mildly Agree	156	18	173	18.94%	10.98%	18.03%
Strongly Agree	83	11	94	9.07%	8.71%	8.71%
Missing	75	12	87	8.20%	7.32%	8.06%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

#28 Taught education opportunities	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	107	30	137	11.69%	18.29%	12.70%
Mildly Disagree	88	19	107	9.62%	11.59%	9.92%
Neither Agree nor Disagree	115	19	134	12.57%	11.59%	12.42%
Mildly Agree	270	34	304	29.51%	20.73%	28.17%
Strongly Agree	261	50	311	28.52%	30.49%	28.62%
Missing	74	12	86	8.09%	7.32%	7.97%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

#29 Taught advancement system	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	122	34	156	13.33%	20.73%	14.46%
Mildly Disagree	89	14	103	9.73%	8.54%	9.55%
Neither Agree nor Disagree	130	28	158	14.21%	17.07%	14.64%
Mildly Agree	265	36	301	28.96%	21.95%	27.90%
Strongly Agree	232	40	272	25.36%	24.39%	25.21%
Missing	77	12	89	8.42%	7.32%	8.25%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

#30 Taught safety	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	188	65	253	20.55%	39.63%	23.45%
Mildly Disagree	119	18	135	13.01%	9.76%	12.51%
Neither Agree nor Disagree	254	41	295	27.76%	25.00%	27.34%
Mildly Agree	174	13	187	19.02%	7.93%	17.33%
Strongly Agree	105	17	122	11.48%	10.37%	11.31%
Missing	75	12	87	8.20%	7.32%	8.06%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

#20 Taught first-aid	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	364	95	459	39.78%	57.93%	42.54%
Mildly Disagree	143	8	151	15.83%	4.88%	13.99%
Neither Agree nor Disagree	213	31	244	23.28%	18.90%	22.61%
Mildly Agree	70	10	80	7.66%	8.10%	7.41%
Strongly Agree	51	8	59	5.57%	4.68%	5.47%
Missing	74	12	86	8.09%	7.32%	7.97%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

B. Gender

#20 Use DEP PQS	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
Missing	0	11	82	93	0.00%	8.63%	8.96%	8.62%
Don't Know	1	24	169	194	33.33%	14.91%	18.47%	17.96%
No	1	89	460	550	33.33%	55.28%	50.27%	50.97%
Yes	1	37	204	242	33.33%	22.98%	22.30%	22.43%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

#21 Completed DEP PQS	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
None	1	20	171	192	33.33%	12.42%	18.69%	17.79%
Some	1	29	123	153	33.33%	16.01%	13.44%	14.18%
Half	0	11	46	57	0.00%	6.83%	5.03%	5.28%
Most	0	10	59	69	0.00%	8.21%	8.45%	8.30%
All	0	13	44	57	0.00%	8.07%	4.81%	5.28%
Missing	1	78	472	551	33.33%	48.45%	51.58%	51.07%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

#23 Told what to expect	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
Strongly Disagree	2	29	130	161	66.67%	18.01%	14.21%	14.92%
Mildly Disagree	0	28	136	164	0.00%	17.39%	15.08%	15.36%
Neither Agree nor Disagree	0	14	128	142	0.00%	8.70%	13.99%	13.16%
Mildly Agree	0	45	267	312	0.00%	27.95%	29.18%	28.92%
Strongly Agree	1	37	171	209	33.33%	22.98%	18.69%	19.37%
Missing	0	8	81	89	0.00%	4.97%	8.85%	8.25%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

#24 Taught military drill	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
Strongly Disagree	0	63	295	358	0.00%	39.13%	32.24%	33.18%
Mildly Disagree	1	18	108	125	33.33%	9.94%	11.60%	11.58%
Neither Agree nor Disagree	1	17	139	157	33.33%	10.56%	15.19%	14.55%
Mildly Agree	0	24	157	181	0.00%	14.91%	17.16%	18.77%
Strongly Agree	1	33	136	172	33.33%	20.50%	15.06%	15.94%
Missing	0	8	78	86	0.00%	4.97%	8.52%	7.97%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

#25 Taught military rank	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
Strongly Disagree	3	69	315	387	100.00%	42.86%	34.43%	35.87%
Mildly Disagree	0	23	125	148	0.00%	14.29%	13.66%	13.72%
Neither Agree nor Disagree	0	18	175	193	0.00%	11.18%	19.13%	17.69%
Mildly Agree	0	22	149	171	0.00%	13.66%	18.28%	15.85%
Strongly Agree	0	22	73	95	0.00%	13.66%	7.96%	8.60%
Missing	0	7	78	85	0.00%	4.35%	8.52%	7.88%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

#26 Taught naval uniforms	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
Strongly Disagree	2	71	348	421	66.67%	44.10%	36.03%	39.02%
Mildly Disagree	0	27	126	153	0.00%	16.77%	13.77%	14.18%
Neither Agree nor Disagree	0	19	180	199	0.00%	11.80%	19.67%	18.44%
Mildly Agree	0	18	129	147	0.00%	11.18%	14.10%	13.82%
Strongly Agree	1	19	54	74	33.33%	11.80%	5.90%	8.86%
Missing	0	7	78	85	0.00%	4.35%	8.52%	7.88%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

#27 Taught customs & courtesies	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
Strongly Disagree	2	62	298	362	66.67%	38.51%	32.57%	33.55%
Mildly Disagree	0	25	131	156	0.00%	15.53%	14.32%	14.46%
Neither Agree nor Disagree	0	23	184	207	0.00%	14.29%	20.11%	19.18%
Mildly Agree	0	19	154	173	0.00%	11.80%	18.83%	18.03%
Strongly Agree	1	25	68	94	33.33%	15.53%	7.43%	8.71%
Missing	0	7	80	87	0.00%	4.35%	8.74%	8.06%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

#28 Taught education opportunities	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
Strongly Disagree	0	27	110	137	0.00%	18.77%	12.02%	12.70%
Mildly Disagree	0	21	86	107	0.00%	13.04%	9.40%	9.92%
Neither Agree nor Disagree	0	18	116	134	0.00%	11.18%	12.68%	12.42%
Mildly Agree	0	35	269	304	0.00%	21.74%	29.40%	28.17%
Strongly Agree	3	53	255	311	100.00%	32.92%	27.87%	28.82%
Missing	0	7	79	86	0.00%	4.35%	8.83%	7.97%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

#29 Taught advancement system	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
Strongly Disagree	0	30	126	156	0.00%	18.83%	13.77%	14.46%
Mildly Disagree	0	15	88	103	0.00%	9.32%	9.82%	9.55%
Neither Agree nor Disagree	1	19	138	158	33.33%	11.80%	15.08%	14.64%
Mildly Agree	0	36	265	301	0.00%	22.36%	28.96%	27.90%
Strongly Agree	2	53	217	272	66.67%	32.92%	23.72%	25.21%
Missing	0	8	81	89	0.00%	4.97%	8.85%	8.25%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

#30 Taught safety	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
Strongly Disagree	1	50	202	253	33.33%	31.06%	22.08%	23.45%
Mildly Disagree	0	18	117	135	0.00%	11.18%	12.79%	12.51%
Neither Agree nor Disagree	0	36	259	295	0.00%	22.36%	28.31%	27.34%
Mildly Agree	1	21	165	187	33.33%	13.04%	18.03%	17.33%
Strongly Agree	1	29	92	122	33.33%	18.01%	10.05%	11.31%
Missing	0	80	7	87	0.00%	4.35%	8.74%	8.06%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

#31 Taught first-aid	Missing	Female	Male	Grand Total	Missing	Female	Male	Grand Total
Strongly Disagree	2	78	379	459	66.67%	48.45%	41.42%	42.54%
Mildly Disagree	0	20	131	151	0.00%	12.42%	14.32%	13.99%
Neither Agree nor Disagree	0	27	217	244	0.00%	18.77%	23.72%	22.61%
Mildly Agree	0	10	70	80	0.00%	6.21%	7.65%	7.41%
Strongly Agree	1	19	39	59	33.33%	11.80%	4.26%	5.47%
Missing	0	7	79	86	0.00%	4.35%	8.83%	7.97%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

C. Race

#20 Use DEP PQS	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Missing	0	4	17	50	7	5	93	0.00%	9.09%	8.81%	9.19%	5.65%	8.20%	8.62%
Don't Know	0	12	33	115	23	11	194	0.00%	27.27%	17.10%	17.61%	18.55%	18.03%	17.98%
No	3	16	103	337	60	31	550	75.00%	36.36%	53.37%	51.61%	48.39%	50.82%	50.97%
Yes	1	12	40	141	27	34	242	25.00%	27.27%	20.73%	21.59%	22.95%	22.43%	22.43%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#21 Completed DEP PQS	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
None	1	7	41	110	22	11	192	25.00%	15.91%	21.24%	18.65%	17.74%	18.03%	17.79%
Some	1	11	26	87	17	11	153	25.00%	25.00%	13.47%	13.32%	13.71%	18.03%	14.18%
Half	0	4	5	35	9	4	57	0.00%	9.09%	2.59%	5.36%	7.26%	6.56%	5.28%
Most	0	1	15	41	8	4	69	0.00%	2.27%	7.77%	8.28%	6.45%	6.56%	8.39%
All	0	2	14	31	8	2	57	0.00%	4.55%	7.25%	4.75%	8.45%	5.28%	5.28%
Missing	2	19	92	349	60	29	551	50.00%	43.18%	47.67%	53.45%	48.39%	47.54%	51.07%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#23 Told what to expect	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	1	5	37	91	16	11	161	25.00%	11.36%	19.17%	13.94%	12.90%	18.03%	14.92%
Mildly Disagree	0	9	28	104	17	8	166	0.00%	20.45%	14.51%	15.83%	13.71%	13.11%	15.38%
Neither Agree nor Disagree	0	8	18	87	20	9	142	0.00%	18.18%	9.33%	13.32%	16.13%	14.75%	13.16%
Mildly Agree	1	14	58	186	36	19	312	25.00%	31.82%	29.02%	28.48%	29.03%	31.15%	28.92%
Strongly Agree	2	4	37	129	28	9	209	50.00%	9.09%	19.17%	19.75%	22.58%	14.75%	19.37%
Missing	0	4	17	56	7	5	89	0.00%	9.09%	8.81%	8.58%	8.20%	8.25%	8.25%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#24 Taught military drill	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	3	11	81	209	33	21	358	75.00%	25.00%	41.97%	32.01%	26.81%	34.43%	33.18%
Mildly Disagree	0	7	17	82	13	6	125	0.00%	15.91%	8.81%	12.56%	10.48%	9.84%	11.58%
Neither Agree nor Disagree	0	3	30	94	18	12	157	0.00%	8.82%	15.54%	14.40%	14.52%	19.67%	14.56%
Mildly Agree	0	14	25	114	17	11	181	0.00%	31.82%	12.95%	17.46%	13.71%	18.03%	18.77%
Strongly Agree	1	5	23	100	36	7	172	25.00%	11.36%	11.82%	15.31%	29.03%	11.48%	15.94%
Missing	0	4	17	54	7	6	88	0.00%	9.09%	8.81%	8.27%	5.65%	7.97%	7.97%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#25 Taught military rank	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	3	15	78	231	36	24	387	75.00%	34.09%	40.41%	35.38%	29.03%	39.34%	35.87%
Mildly Disagree	0	6	25	94	18	5	148	0.00%	13.64%	12.95%	14.40%	14.52%	8.20%	13.72%
Neither Agree nor Disagree	0	8	35	115	23	12	193	0.00%	18.18%	18.13%	17.61%	18.56%	19.67%	17.89%
Mildly Agree	0	10	20	109	23	9	171	0.00%	22.73%	10.36%	18.69%	18.55%	14.75%	15.85%
Strongly Agree	1	1	19	50	17	7	95	25.00%	2.27%	9.94%	7.66%	13.71%	11.48%	8.80%
Missing	0	4	18	54	7	7	89	0.00%	9.09%	8.29%	8.27%	5.65%	7.98%	7.98%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#26 Taught naval uniforms	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	3	14	91	246	44	23	421	75.00%	31.82%	47.15%	37.67%	35.48%	37.70%	39.02%
Mildly Disagree	0	9	20	102	16	8	157	0.00%	20.45%	10.36%	15.82%	12.90%	9.84%	14.18%
Neither Agree nor Disagree	0	9	31	119	26	14	199	0.00%	20.45%	16.06%	18.22%	20.97%	22.95%	18.44%
Mildly Agree	0	8	21	67	23	8	147	0.00%	18.18%	10.88%	13.32%	18.55%	13.11%	13.62%
Strongly Agree	0	4	14	45	8	8	74	25.00%	0.00%	7.25%	8.89%	6.45%	9.84%	9.86%
Missing	0	4	16	54	7	4	85	0.00%	9.09%	8.29%	8.27%	5.65%	6.56%	7.98%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#27 Taught customs & courtesies	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	3	14	78	217	30	20	362	75.00%	31.62%	40.41%	33.23%	24.19%	32.79%	33.55%
Mildly Disagree	1	9	21	101	19	5	156	25.00%	20.45%	10.88%	15.47%	15.32%	8.20%	14.46%
Neither Agree nor Disagree	0	5	37	126	24	15	207	0.00%	11.36%	19.17%	19.30%	19.35%	24.59%	19.18%
Mildly Agree	0	11	23	97	30	12	173	0.00%	25.00%	11.92%	14.85%	24.19%	19.67%	16.03%
Strongly Agree	0	1	18	56	14	5	94	0.00%	2.27%	9.33%	8.58%	11.29%	8.20%	8.71%
Missing	0	4	18	56	7	4	87	0.00%	9.09%	8.29%	8.56%	5.65%	6.56%	8.06%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#28 Taught education opportunities	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	0	8	23	64	13	9	117	0.00%	18.18%	11.92%	12.86%	10.48%	14.75%	12.70%
Mildly Disagree	0	3	11	74	12	7	107	0.00%	8.82%	5.70%	11.33%	9.68%	11.48%	9.92%
Neither Agree nor Disagree	0	3	23	82	17	7	134	0.00%	8.82%	11.92%	12.56%	13.71%	14.75%	12.42%
Mildly Agree	0	14	50	185	36	19	304	0.00%	31.82%	25.91%	28.33%	29.03%	31.15%	28.17%
Strongly Agree	4	12	69	174	39	13	311	100.00%	27.27%	35.75%	26.65%	31.45%	21.31%	28.82%
Missing	0	4	17	54	7	4	86	0.00%	9.09%	8.81%	8.27%	5.65%	7.97%	7.97%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#29 Taught advancement system	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	1	5	34	93	15	8	156	25.00%	11.36%	17.62%	14.24%	12.10%	13.11%	14.46%
Mildly Disagree	0	8	9	67	14	7	103	0.00%	13.64%	4.69%	10.26%	11.29%	11.48%	9.55%
Neither Agree nor Disagree	0	28	41	101	15	10	193	0.00%	9.09%	14.51%	15.47%	14.19%	16.39%	14.64%
Mildly Agree	0	13	45	164	43	16	301	0.00%	29.55%	23.32%	28.18%	34.68%	26.23%	27.50%
Strongly Agree	3	12	60	151	30	18	272	75.00%	27.27%	31.09%	23.12%	24.19%	26.23%	25.21%
Missing	0	4	17	57	7	4	89	0.00%	9.09%	8.81%	8.73%	5.65%	6.56%	8.25%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#30 Taught safety	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	1	10	47	154	28	13	253	25.00%	22.73%	24.35%	23.58%	22.58%	21.31%	23.45%
Mildly Disagree	0	5	22	81	18	9	135	0.00%	11.36%	11.40%	12.40%	14.52%	14.75%	12.51%
Neither Agree nor Disagree	1	9	47	183	29	16	295	25.00%	20.45%	24.35%	29.56%	23.39%	28.23%	27.34%
Mildly Agree	1	12	34	106	24	10	187	25.00%	27.27%	17.82%	18.23%	19.35%	16.39%	17.33%
Strongly Agree	1	4	26	64	18	9	122	25.00%	9.09%	13.47%	9.80%	14.52%	14.75%	11.31%
Missing	0	4	17	54	7	4	86	0.00%	9.09%	8.81%	8.42%	5.65%	6.56%	8.06%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#31 Taught first-aid	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	4	17	82	282	48	26	459	100.00%	38.64%	42.48%	43.19%	38.71%	42.62%	42.54%
Mildly Disagree	0	11	23	91	19	7	151	0.00%	25.00%	11.92%	13.94%	15.32%	11.48%	13.99%
Neither Agree nor Disagree	0	5	39	153	34	13	244	0.00%	11.36%	20.21%	23.43%	27.42%	21.31%	22.61%
Mildly Agree	0	6	18	41	8	7	80	0.00%	13.64%	9.33%	8.28%	6.45%	11.48%	7.41%
Strongly Agree	0	1	14	32	8	4	59	0.00%	2.27%	7.25%	4.90%	8.45%	5.47%	5.47%
Missing	0	4	17	54	7	4	86	0.00%	9.09%	8.81%	8.27%	5.65%	6.56%	7.97%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

D. Age

#20 Use DEP PQS	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total
Missing	20	32	21	8	12	93	7.07%	6.64%	10.99%	13.11%	15.79%	8.62%
Don't Know	55	90	32	8	8	194	19.79%	19.23%	18.75%	13.11%	17.98%	17.98%
No	142	236	100	35	37	550	50.43%	52.30%	57.38%	48.68%	50.97%	50.97%
Yes	65	110	38	10	19	242	22.97%	23.50%	19.30%	18.39%	22.43%	22.43%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#21 Completed DEP PQS	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	rand Total
None	56	88	27	11	10	192	19.75%	18.80%	14.14%	16.03%	13.16%	17.79%
Some	39	73	28	5	6	153	13.76%	15.80%	14.66%	8.20%	10.53%	14.16%
Half	13	22	16	3	3	57	4.59%	4.70%	8.36%	4.92%	3.95%	5.26%
Most	20	33	8	3	5	69	7.07%	7.05%	4.19%	4.92%	6.58%	6.39%
All	14	27	10	2	4	57	4.95%	5.77%	5.24%	3.28%	5.26%	5.28%
Missing	141	225	102	37	46	551	49.82%	48.08%	53.40%	60.66%	80.53%	51.07%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#23 Told what to expect	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	rand Total
Strongly Disagree	48	88	22	12	11	181	16.96%	14.53%	11.52%	19.67%	14.47%	14.92%
Mildly Disagree	45	83	27	5	6	166	15.90%	17.74%	14.14%	8.20%	7.89%	15.36%
Neither Agree nor Disagree	24	68	25	13	12	142	6.48%	14.53%	13.09%	21.31%	15.79%	13.16%
Mildly Agree	85	134	55	18	22	312	30.04%	26.63%	28.80%	26.23%	28.95%	28.92%
Strongly Agree	62	86	41	7	13	209	16.36%	21.47%	11.48%	11.48%	17.11%	19.37%
Missing	19	29	21	6	12	89	6.71%	6.20%	10.99%	13.11%	15.79%	6.25%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#24 Taught military drill	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	rand Total
Strongly Disagree	95	150	56	22	28	358	33.57%	33.97%	29.32%	36.07%	34.21%	33.18%
Mildly Disagree	31	55	27	7	5	125	10.95%	11.75%	14.14%	11.48%	6.58%	11.58%
Neither Agree nor Disagree	27	68	33	12	17	157	9.54%	14.53%	17.28%	19.67%	22.37%	14.55%
Mildly Agree	50	93	28	5	15	181	17.67%	19.87%	14.66%	8.20%	6.58%	16.77%
Strongly Agree	62	85	27	7	11	172	21.91%	13.89%	14.14%	11.48%	14.47%	15.94%
Missing	18	28	20	6	12	86	6.36%	5.98%	10.47%	13.11%	15.79%	7.97%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#25 Taught military rank	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	rand Total
Strongly Disagree	105	170	62	22	26	387	37.10%	36.32%	32.46%	36.07%	36.84%	35.67%
Mildly Disagree	32	73	30	7	6	148	11.31%	15.80%	15.71%	11.48%	7.89%	13.72%
Neither Agree nor Disagree	42	81	36	15	19	193	14.46%	17.31%	18.65%	24.59%	25.00%	17.89%
Mildly Agree	53	79	25	7	7	171	16.73%	16.88%	13.09%	11.48%	9.21%	15.85%
Strongly Agree	33	37	19	2	4	95	11.66%	7.91%	9.95%	3.28%	5.26%	6.80%
Missing	16	28	19	6	12	85	6.36%	5.98%	9.95%	13.11%	15.79%	7.68%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#26 Taught naval uniforms	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	rand Total
Strongly Disagree	111	191	66	26	27	421	39.22%	40.61%	34.56%	42.62%	35.53%	39.02%
Mildly Disagree	41	74	26	6	4	153	14.46%	15.61%	13.61%	13.11%	5.26%	14.16%
Neither Agree nor Disagree	40	80	44	14	21	199	14.13%	17.09%	23.04%	22.95%	27.63%	16.44%
Mildly Agree	45	66	28	4	6	147	15.90%	14.10%	13.61%	6.26%	7.89%	13.62%
Strongly Agree	28	29	10	1	6	74	9.89%	6.20%	5.24%	1.64%	7.89%	6.66%
Missing	18	28	19	6	12	85	6.36%	5.98%	9.95%	13.11%	15.79%	7.68%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#27 Taught customs & courtesies	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	rand Total
Strongly Disagree	97	165	54	22	24	362	34.28%	35.26%	28.27%	36.07%	31.58%	33.55%
Mildly Disagree	42	74	29	7	4	156	14.84%	15.81%	15.18%	11.48%	5.26%	14.46%
Neither Agree nor Disagree	46	88	39	15	19	207	16.25%	18.80%	20.42%	24.59%	25.00%	19.18%
Mildly Agree	49	76	31	8	9	173	17.31%	16.24%	16.23%	13.11%	11.84%	16.03%
Strongly Agree	31	36	19	1	7	94	10.95%	7.89%	9.95%	1.64%	3.21%	6.71%
Missing	16	29	19	6	13	87	8.36%	6.20%	13.11%	17.11%	15.79%	6.08%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#28 Taught education opportunities	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	rand Total
Strongly Disagree	34	56	26	13	8	137	12.01%	11.97%	13.61%	21.31%	10.53%	12.70%
Mildly Disagree	25	54	14	9	5	107	8.63%	11.54%	7.33%	14.75%	6.58%	9.92%
Neither Agree nor Disagree	27	65	24	6	10	134	9.54%	13.89%	12.57%	13.11%	13.18%	12.42%
Mildly Agree	75	137	55	14	23	304	26.50%	29.27%	28.80%	22.95%	30.29%	28.17%
Strongly Agree	104	128	52	9	16	311	36.75%	27.35%	27.23%	14.75%	23.68%	28.02%
Missing	16	28	20	6	12	86	6.36%	5.98%	10.47%	13.11%	15.79%	7.97%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#29 Taught advancement system	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	rand Total
Strongly Disagree	41	88	21	15	13	156	14.46%	14.10%	10.99%	24.59%	17.11%	14.46%
Mildly Disagree	22	49	20	7	5	103	7.77%	10.47%	10.47%	11.48%	6.58%	9.55%
Neither Agree nor Disagree	33	65	33	13	14	158	11.66%	13.89%	17.28%	21.31%	16.42%	14.64%
Mildly Agree	88	135	54	12	20	307	31.10%	28.85%	28.27%	19.67%	15.79%	27.80%
Strongly Agree	61	122	43	6	20	272	28.62%	26.07%	22.51%	9.64%	26.32%	25.21%
Missing	16	31	20	6	12	89	6.36%	6.62%	10.47%	13.11%	15.79%	6.25%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#30 Taught safety	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	rand Total
Strongly Disagree	72	107	41	14	19	253	25.44%	22.86%	21.47%	22.95%	25.00%	23.45%
Mildly Disagree	31	64	26	6	6	135	10.95%	13.68%	13.61%	13.11%	7.89%	12.51%
Neither Agree nor Disagree	71	133	47	21	23	295	25.09%	28.42%	24.61%	34.43%	30.26%	27.34%
Mildly Agree	52	86	38	6	5	187	18.37%	16.38%	19.90%	9.64%	6.59%	17.33%
Strongly Agree	39	48	20	4	11	122	13.78%	10.26%	10.47%	6.56%	14.47%	11.31%
Missing	18	30	19	6	12	87	6.36%	6.41%	9.95%	13.11%	15.79%	6.06%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#31 Taught first-aid	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 years	rand Total
Strongly Disagree	125	200	80	24	30	459	44.17%	42.74%	41.88%	39.34%	39.47%	42.54%
Mildly Disagree	45	58	30	10	8	151	15.90%	12.36%	15.71%	16.39%	10.53%	13.99%
Neither Agree nor Disagree	50	117	47	13	17	244	17.67%	25.00%	24.61%	21.31%	22.37%	22.61%
Mildly Agree	27	36	9	3	5	80	9.54%	7.89%	4.71%	4.92%	6.58%	7.41%
Strongly Agree	16	28	6	3	4	59	6.36%	5.98%	3.14%	4.92%	5.26%	5.47%
Missing	16	29	19	6	12	86	6.36%	6.20%	9.95%	13.11%	15.79%	7.97%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

E. Education

#20 Use DEP PQS	Missing	65	GEO	HS	MAS	SCOL	Grand Total	Missing	65	GEO	HS	MAS	SCOL	Grand Total
Missing	2	1	17	45	0	28	93	12.50%	4.76%	15.16%	6.87%	0.00%	10.25%	6.62%
Don't Know	1	2	16	129	0	46	194	6.25%	14.29%	19.69%	0.00%	16.85%	17.98%	
No	11	14	54	328	1	442	550	66.75%	66.67%	48.21%	50.00%	50.00%	50.97%	50.97%
Yes	2	4	25	153	1	57	242	12.50%	19.05%	22.32%	23.36%	50.00%	20.88%	22.43%
Grand Total	16	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#2 Completed DEP PQS	Missing	BS	GEO	HS	MAS	SCOL	Grand Total	Missing	BS	GEO	HS	MAS	SCOL	Grand Total
None	4	2	25	120	0	41	192	25.00%	9.52%	22.32%	16.32%	0.00%	15.02%	17.79%
Some	2	0	18	102	1	30	153	12.50%	0.00%	16.07%	15.57%	50.00%	10.99%	14.16%
Half	0	1	3	31	0	22	57	0.00%	4.76%	2.68%	4.73%	0.00%	6.06%	5.28%
Most	0	2	9	41	0	17	69	0.00%	6.67%	8.04%	6.26%	0.00%	6.23%	6.39%
All	0	2	0	33	0	22	57	0.00%	9.52%	0.00%	5.04%	0.00%	6.23%	5.28%
Missing	10	14	57	328	1	441	551	62.50%	66.67%	50.89%	50.00%	50.00%	51.65%	51.07%
Grand Total	16	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#23 Told what to expect	Missing	BS	GED	HS	MAS	SCDL	Grand Total	Missing	BS	GED	HS	MAS	SCDL	Grand Total
Strongly Disagree	2	2	23	93	0	41	161	12.50%	9.52%	20.54%	14.20%	0.00%	15.02%	14.92%
Mildly Disagree	2	3	16	105	0	40	166	12.50%	14.29%	14.29%	16.03%	0.00%	14.65%	15.38%
Neither Agree nor Disagree	4	5	19	83	0	31	142	25.00%	23.81%	16.96%	12.67%	0.00%	11.36%	13.16%
Mildly Agree	3	7	17	195	1	89	312	18.75%	33.33%	15.18%	29.77%	50.00%	32.60%	28.92%
Strongly Agree	3	3	19	136	1	209	187	14.29%	14.29%	16.96%	20.76%	50.00%	17.22%	19.37%
Missing	2	1	18	43	0	25	89	12.50%	4.76%	16.07%	6.56%	0.00%	9.16%	8.25%
Grand Total	16	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#24 Taught military drill	Missing	BS	GED	HS	MAS	SCDL	Grand Total	Missing	BS	GED	HS	MAS	SCDL	Grand Total
Strongly Disagree	10	7	43	209	0	89	358	62.50%	33.33%	38.39%	31.91%	0.00%	32.60%	33.18%
Mildly Disagree	1	1	15	78	2	28	125	6.25%	4.76%	13.39%	11.91%	0.00%	10.26%	11.58%
Neither Agree nor Disagree	1	8	13	86	0	49	157	8.25%	38.10%	11.61%	13.13%	0.00%	17.95%	14.55%
Mildly Agree	1	3	13	124	0	40	181	6.25%	14.29%	11.61%	18.93%	0.00%	14.65%	16.77%
Strongly Agree	1	1	11	117	0	42	172	6.25%	4.76%	9.82%	17.86%	0.00%	15.38%	15.94%
Missing	2	1	17	41	0	25	86	12.50%	4.76%	15.18%	6.26%	0.00%	9.16%	7.97%
Grand Total	16	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#25 Taught military rank	Missing	BS	GED	HS	MAS	SCDL	Grand Total	Missing	BS	GED	HS	MAS	SCDL	Grand Total
Strongly Disagree	6	6	44	249	1	81	387	37.50%	28.57%	39.29%	38.02%	50.00%	29.67%	35.67%
Mildly Disagree	2	3	15	94	1	33	146	12.50%	14.29%	13.39%	14.35%	50.00%	12.09%	13.72%
Neither Agree nor Disagree	2	9	16	103	0	63	193	12.50%	42.86%	14.29%	15.73%	0.00%	23.06%	17.89%
Mildly Agree	3	1	12	111	0	44	171	18.75%	4.76%	10.71%	16.95%	0.00%	16.12%	15.85%
Strongly Agree	1	1	8	58	0	27	95	6.25%	4.76%	7.14%	8.65%	0.00%	9.89%	8.80%
Missing	2	1	17	40	0	25	85	12.50%	4.76%	15.18%	6.11%	0.00%	9.16%	7.88%
Grand Total	18	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#26 Taught naval uniforms	Missing	BS	GED	HS	MAS	SCDL	Grand Total	Missing	BS	GED	HS	MAS	SCDL	Grand Total
Strongly Disagree	7	6	45	258	2	103	421	43.75%	28.57%	40.18%	39.39%	100.00%	37.73%	39.02%
Mildly Disagree	0	1	16	100	0	36	153	0.00%	4.76%	14.29%	15.27%	0.00%	13.19%	14.16%
Neither Agree nor Disagree	2	9	17	113	0	58	199	12.50%	42.86%	15.18%	17.25%	0.00%	21.25%	18.44%
Mildly Agree	1	4	7	102	0	33	147	6.25%	19.05%	8.25%	15.57%	0.00%	12.09%	13.62%
Strongly Agree	4	0	10	42	0	16	74	25.00%	0.00%	8.93%	6.41%	0.00%	6.59%	6.86%
Missing	2	1	17	60	0	25	85	12.50%	4.76%	15.18%	6.11%	0.00%	9.16%	7.88%
Grand Total	16	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#27 Taught customs & courtesies	Missing	BS	GED	HS	MAS	SCDL	Grand Total	Missing	BS	GED	HS	MAS	SCDL	Grand Total
Strongly Disagree	6	5	44	221	2	84	362	37.50%	23.81%	39.29%	33.74%	30.77%	33.55%	
Mildly Disagree	1	2	14	97	0	42	156	6.25%	9.52%	12.50%	14.81%	0.00%	15.38%	14.46%
Neither Agree nor Disagree	3	6	20	127	0	51	207	16.75%	28.57%	17.86%	19.39%	0.00%	18.68%	19.18%
Mildly Agree	1	5	9	115	0	43	173	6.25%	23.81%	8.04%	17.56%	0.00%	15.75%	16.03%
Strongly Agree	3	1	8	54	0	28	94	18.75%	4.76%	7.14%	8.24%	0.00%	10.26%	8.71%
Missing	2	1	17	41	0	25	85	12.50%	4.76%	15.18%	6.11%	0.00%	9.16%	8.06%
Grand Total	16	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#28 Taught education opportunities	Missing	BS	GED	HS	MAS	SCDL	Grand Total	Missing	BS	GED	HS	MAS	SCDL	Grand Total
Strongly Disagree	2	2	18	73	0	42	137	12.50%	9.52%	16.07%	11.15%	0.00%	15.38%	12.70%
Mildly Disagree	1	1	12	74	0	19	107	6.25%	4.76%	10.71%	11.30%	0.00%	6.96%	9.92%
Neither Agree nor Disagree	4	4	17	77	0	32	134	25.00%	19.05%	15.16%	11.76%	0.00%	11.72%	12.42%
Mildly Agree	0	8	20	200	0	76	304	0.00%	38.10%	17.86%	30.53%	0.00%	27.84%	28.17%
Strongly Agree	7	5	28	191	2	78	311	43.75%	23.81%	25.00%	29.16%	100.00%	28.57%	28.82%
Missing	2	1	17	40	0	25	86	12.50%	4.76%	15.18%	6.11%	0.00%	9.52%	7.97%
Grand Total	16	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#29 Taught advancement system	Missing	BS	GED	HS	MAS	SCDL	Grand Total	Missing	BS	GED	HS	MAS	SCDL	Grand Total
Strongly Disagree	0	1	26	88	0	41	156	0.00%	4.76%	23.21%	13.44%	0.00%	15.02%	14.46%
Mildly Disagree	1	0	11	66	0	25	103	8.25%	0.00%	9.82%	10.08%	0.00%	9.16%	9.55%
Neither Agree nor Disagree	4	5	17	91	0	41	158	25.00%	23.81%	15.18%	13.89%	0.00%	15.02%	14.64%
Mildly Agree	4	4	20	196	1	71	301	25.00%	42.86%	17.86%	29.92%	50.00%	26.01%	27.90%
Strongly Agree	5	5	20	172	1	69	272	31.25%	23.81%	17.86%	26.26%	50.00%	25.27%	25.21%
Missing	2	1	18	42	0	26	89	12.50%	4.76%	16.07%	6.41%	0.00%	9.52%	8.25%
Grand Total	16	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#30 Taught safety	Missing	BS	GED	HS	MAS	SCDL	Grand Total	Missing	BS	GED	HS	MAS	SCDL	Grand Total
Strongly Disagree	3	3	36	147	0	64	253	16.75%	14.29%	32.14%	22.44%	0.00%	23.44%	23.45%
Mildly Disagree	1	2	10	97	0	25	135	6.25%	9.52%	8.93%	14.81%	0.00%	9.16%	12.51%
Neither Agree nor Disagree	7	10	27	170	1	80	295	43.75%	47.62%	24.11%	25.95%	50.00%	29.30%	27.34%
Mildly Agree	2	2	117	60	31	53	187	12.50%	9.52%	10.71%	17.86%	50.00%	19.41%	17.33%
Strongly Agree	1	3	10	82	0	26	122	6.25%	14.29%	8.93%	12.52%	0.00%	9.52%	11.31%
Missing	2	1	17	42	0	25	87	12.50%	4.76%	15.18%	6.41%	0.00%	9.16%	8.06%
Grand Total	16	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#31 Taught first-aid	Missing	BS	GED	HS	MAS	SCDL	Grand Total	Missing	BS	GED	HS	MAS	SCDL	Grand Total
Strongly Disagree	10	8	54	270	1	116	459	62.50%	38.10%	48.21%	41.22%	50.00%	42.49%	42.54%
Mildly Disagree	1	4	11	96	0	37	151	6.25%	19.05%	9.62%	14.96%	0.00%	13.55%	13.99%
Neither Agree nor Disagree	1	8	24	152	1	37	244	12.50%	28.57%	19.64%	22.21%	50.00%	22.34%	22.61%
Mildly Agree	0	2	0	59	0	19	80	0.00%	9.52%	0.00%	9.01%	0.00%	6.96%	7.41%
Strongly Agree	1	0	8	35	0	15	59	6.25%	0.00%	7.14%	5.34%	0.00%	5.49%	5.47%
Missing	2	1	17	41	0	25	86	12.50%	4.76%	15.18%	6.26%	0.00%	9.16%	7.97%
Grand Total	18	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

F. DEP Length

#29 Used DEP PQS	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Missing	6	0	2	2	2	81	93	1.81%	0.00%	0.82%	1.60%	3.33%	100.00%	8.62%
Don't Know	63	40	58	25	10	0	194	18.89%	19.05%	22.95%	22.52%	16.67%	0.00%	17.98%
No	229	113	117	60	31	0	550	61.39%	53.81%	47.95%	54.05%	51.67%	0.00%	50.97%
Yes	75	57	69	24	17	0	242	20.11%	27.14%	28.28%	21.62%	28.33%	0.00%	22.43%
Grand Total	373	210	244	111	60	61	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#21 Completed DEP PQS	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
None	75	32	42	27	16	0	192	20.11%	15.24%	17.21%	24.32%	26.67%	0.00%	17.79%
Some	50	35	48	11	9	0	153	13.40%	16.67%	19.67%	9.91%	15.00%	0.00%	14.16%
Half	21	9	16	7	4	0	57	5.63%	4.29%	6.56%	6.31%	6.67%	0.00%	5.28%
Most	19	22	17	8	3	0	69	3.09%	10.46%	8.97%	7.21%	5.00%	0.00%	8.39%
All	0	13	15	6	3	0	37	3.36%	8.19%	8.19%	5.41%	5.00%	0.00%	5.28%
Missing	188	99	106	52	25	81	551	50.40%	47.14%	43.44%	46.85%	41.67%	100.00%	51.07%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#23 Told what to expect	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	71	35	31	16	8	0	161	19.03%	16.67%	12.70%	14.41%	13.33%	0.00%	14.92%
Mildly Disagree	58	46	40	9	13	0	166	15.55%	21.90%	16.39%	8.11%	21.67%	0.00%	15.38%
Neither Agree nor Disagree	58	28	30	22	8	0	142	15.55%	12.38%	12.30%	19.87%	10.00%	0.00%	13.16%
Mildly Agree	101	67	86	34	24	0	312	27.08%	31.90%	35.25%	30.83%	40.00%	0.00%	28.92%
Strongly Agree	80	36	54	30	9	0	209	21.45%	17.14%	22.13%	27.03%	15.00%	0.00%	19.37%
Missing	5	0	3	0	0	81	89	1.34%	0.00%	1.23%	0.00%	0.00%	0.00%	8.25%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	* E=Yes	100.00%

#24 Taught military drill	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	160	87	75	22	14	0	358	42.96%	21.79%	20.93%	18.02%	13.33%	0.00%	35.87%
Mildly Disagree	41	30	26	20	8	0	125	10.96%	14.29%	10.66%	18.02%	13.33%	0.00%	11.56%
Neither Agree nor Disagree	84	22	35	11	5	0	157	22.52%	10.46%	14.34%	9.91%	8.33%	0.00%	14.55%
Mildly Agree	37	39	54	31	20	0	181	9.92%	18.57%	22.13%	27.93%	33.33%	0.00%	16.77%
Strongly Agree	47	32	53	27	13	0	172	12.60%	15.24%	21.72%	24.32%	21.67%	0.00%	15.94%
Missing	4	0	1	0	0	81	86	1.07%	0.00%	0.41%	0.00%	0.00%	100.00%	7.97%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#25 Taught military rank	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	156	92	68	34	17	0	367	41.82%	43.81%	38.07%	30.63%	28.33%	0.00%	35.87%
Mildly Disagree	47	34	39	15	13	0	148	12.60%	18.19%	15.96%	13.51%	21.67%	0.00%	13.72%
Neither Agree nor Disagree	83	37	38	21	8	0	193	24.93%	17.62%	14.75%	18.92%	10.00%	0.00%	17.86%
Mildly Agree	41	33	53	27	17	0	171	10.96%	15.71%	21.72%	24.32%	28.33%	0.00%	15.85%
Strongly Agree	33	14	27	14	7	0	95	8.85%	8.57%	11.07%	12.81%	11.67%	0.00%	8.80%
Missing	3	0	1	0	0	81	85	0.80%	0.00%	0.41%	0.00%	0.00%	100.00%	7.88%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#26 Taught naval uniforms	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	167	101	94	35	21	0	421	44.77%	48.10%	38.52%	34.23%	35.00%	0.00%	39.02%
Mildly Disagree	44	40	40	18	14	0	153	11.80%	19.05%	18.39%	13.51%	23.33%	0.00%	14.18%
Neither Agree nor Disagree	91	23	46	29	10	0	199	24.40%	10.95%	18.85%	26.13%	16.67%	0.00%	18.44%
Mildly Agree	41	30	49	19	8	0	147	10.96%	14.29%	20.08%	17.12%	13.33%	0.00%	13.62%
Strongly Agree	27	18	14	10	7	0	74	7.24%	7.62%	5.74%	9.01%	11.67%	0.00%	8.96%
Missing	3	0	1	0	0	81	85	0.80%	0.00%	0.41%	0.00%	0.00%	100.00%	7.88%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#27 Taught customs & courtesies	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	159	81	78	27	19	0	362	42.83%	38.57%	31.15%	24.32%	31.67%	0.00%	33.55%
Mildly Disagree	47	44	38	19	8	0	156	12.80%	20.95%	15.57%	17.12%	13.33%	0.00%	14.46%
Neither Agree nor Disagree	84	32	46	31	12	0	207	22.52%	15.24%	19.67%	27.93%	20.00%	0.00%	19.18%
Mildly Agree	46	38	56	19	14	0	173	12.33%	17.14%	23.77%	17.12%	23.33%	0.00%	18.03%
Strongly Agree	33	18	23	15	7	0	94	8.85%	7.62%	9.43%	13.51%	11.67%	0.00%	8.71%
Missing	4	1	1	0	0	81	87	1.07%	0.48%	0.41%	0.00%	0.00%	100.00%	8.06%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#28 Taught education opportunities	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	74	39	19	8	8	0	137	19.84%	14.29%	7.79%	7.21%	10.00%	0.00%	12.70%
Mildly Disagree	41	29	19	10	8	0	107	10.99%	13.81%	7.79%	9.01%	13.33%	0.00%	9.92%
Neither Agree nor Disagree	53	26	33	18	6	0	134	14.21%	12.36%	13.52%	14.41%	10.00%	0.00%	12.42%
Mildly Agree	94	82	92	36	20	0	304	25.20%	29.52%	37.70%	32.43%	33.33%	0.00%	28.17%
Strongly Agree	107	63	80	41	20	0	311	28.89%	30.00%	32.79%	38.94%	33.33%	0.00%	28.62%
Missing	4	0	1	0	0	81	86	1.07%	0.00%	0.41%	0.00%	0.00%	100.00%	7.97%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#29 Taught advancement system	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	74	31	29	13	9	0	156	19.84%	14.78%	11.89%	11.71%	15.00%	0.00%	14.46%
Mildly Disagree	38	26	20	13	6	0	103	10.19%	12.36%	8.20%	11.71%	10.00%	0.00%	9.55%
Neither Agree nor Disagree	89	30	39	10	10	0	158	18.50%	14.29%	15.98%	9.01%	18.87%	0.00%	14.64%
Mildly Agree	101	72	77	32	19	0	301	27.08%	34.29%	31.56%	28.83%	31.67%	0.00%	27.90%
Strongly Agree	86	50	77	43	18	0	272	23.06%	23.81%	31.56%	38.74%	26.67%	0.00%	25.21%
Missing	5	1	0	0	0	81	89	1.34%	0.48%	0.00%	0.00%	0.00%	100.00%	8.25%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#30 Taught safety	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	124	54	37	25	13	0	253	33.24%	25.71%	15.16%	22.52%	21.67%	0.00%	23.45%
Mildly Disagree	39	34	42	10	10	0	135	10.46%	16.19%	17.21%	9.01%	16.67%	0.00%	12.51%
Neither Agree nor Disagree	123	54	72	33	13	0	295	32.98%	25.71%	29.51%	29.73%	21.67%	0.00%	27.34%
Mildly Agree	44	43	57	28	15	0	187	11.80%	20.48%	23.36%	25.23%	25.00%	0.00%	17.33%
Strongly Agree	39	34	25	15	9	0	122	10.46%	11.90%	13.51%	15.00%	9.00%	0.00%	11.31%
Missing	4	0	2	0	0	81	87	1.07%	0.00%	0.82%	0.00%	0.00%	100.00%	8.06%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#31 Taught first-aid	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	<2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	190	109	83	43	24	0	459	50.94%	51.90%	38.11%	38.74%	40.00%	0.00%	42.54%
Mildly Disagree	39	34	53	18	9	0	151	10.46%	18.19%	21.72%	14.41%	15.00%	0.00%	13.99%
Neither Agree nor Disagree	107	33	56	31	15	0	244	28.89%	15.71%	23.77%	27.93%	25.00%	0.00%	22.81%
Mildly Agree	20	14	28	12	8	0	80	5.36%	8.33%	11.46%	10.81%	10.00%	0.00%	7.41%
Strongly Agree	14	10	10	9	8	0	59	3.75%	9.52%	4.10%	8.11%	10.00%	0.00%	5.47%
Missing	3	0	2	0	0	81	86	0.80%	0.00%	0.82%	0.00%	0.00%	100.00%	7.97%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

G. DEP Meetings

#20 Used DEP PQS	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total
Missing	8	1	1	2	1	62	93	1.26%	0.35%	0.67%	3.08%	5.56%	97.62%	8.62%
Don't Know	84	56	34	13	5	0	194	17.57%	20.35%	22.82%	20.00%	27.78%	0.00%	17.98%
No	297	156	80	30	8	1	550	62.13%	54.74%	40.27%	46.19%	33.33%	1.19%	50.97%
Yes	91	70	54	20	6	1	242	19.04%	24.56%	38.24%	30.77%	33.33%	1.19%	22.43%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#21 Completed DEP PQS	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total
None	112	38	19	18	7	0	192	23.43%	13.33%	12.75%	24.62%	36.89%	0.00%	17.79%
Some	59	46	34	7	4	1	153	12.34%	18.84%	22.82%	10.77%	22.22%	1.19%	14.18%
Half	18	24	12	5	0	0	57	3.35%	8.42%	8.05%	7.69%	0.00%	0.00%	5.28%
Most	28	18	14	7	1	1	69	5.86%	6.32%	9.40%	10.77%	5.56%	1.19%	8.39%
All	21	18	10	8	2	0	57	4.39%	8.33%	6.71%	9.23%	11.11%	0.00%	5.29%
Missing	242	139	60	24	4	82	551	50.63%	46.77%	40.27%	38.92%	22.22%	97.62%	51.07%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#23 Told what to expect	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total
Strongly Disagree	100	47	8	4	2	0	161	20.92%	18.49%	5.37%	8.15%	11.11%	0.00%	14.92%
Mildly Disagree	85	48	18	11	4	0	168	17.76%	18.84%	12.08%	18.92%	22.22%	0.00%	15.38%
Neither Agree nor Disagree	80	37	17	8	2	0	142	16.74%	12.98%	11.41%	9.23%	11.11%	0.00%	13.16%
Mildly Agree	129	94	56	28	5	0	312	28.99%	32.96%	38.93%	40.00%	27.78%	0.00%	28.92%
Strongly Agree	80	56	48	18	5	0	209	16.74%	19.85%	32.21%	27.69%	27.78%	1.19%	19.37%
Missing	4	3	0	0	0	82	89	0.84%	1.05%	0.00%	0.00%	0.00%	97.62%	8.25%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#24 Taught military drill	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total
Strongly Disagree	226	92	35	3	1	1	358	47.28%	32.28%	23.49%	4.62%	5.56%	1.19%	33.18%
Mildly Disagree	49	51	15	9	1	0	125	10.25%	17.89%	10.07%	13.85%	5.56%	0.00%	11.58%
Neither Agree nor Disagree	112	26	11	7	1	0	157	23.43%	9.12%	7.38%	10.77%	5.50%	0.00%	14.56%
Strongly Agree	47	63	49	9	0	1	169	9.83%	26.17%	35.38%	50.00%	0.00%	0.00%	67.71%
Strongly Agree	3	50	49	23	8	1	172	9.00%	17.54%	32.56%	38.33%	33.33%	1.19%	15.84%
Missing	1		0	0	0	82	86	0.21%	1.05%	0.00%	0.00%	0.00%	97.62%	7.97%
Grand Total	478	295	149	65	10	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#25 Taught military rank	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total
Strongly Disagree	222	101	46	18	2	0	387	46.44%	35.44%	30.87%	24.62%	11.11%	0.00%	35.87%
Mildly Disagree	55	63	19	7	2	0	148	11.51%	22.11%	12.75%	13.85%	11.11%	0.00%	13.72%
Neither Agree nor Disagree	121	41	23	7	1	0	193	25.31%	14.39%	15.44%	10.77%	5.56%	0.00%	17.89%
Mildly Agree	44	54	44	21	7	1	171	9.21%	18.95%	29.53%	32.31%	38.89%	1.19%	15.85%
Strongly Agree	35	24	17	12	8	1	95	7.32%	8.42%	11.41%	18.46%	33.33%	1.19%	8.80%
Missing	1	2	0	0	0	82	85	0.21%	0.70%	0.00%	0.00%	0.00%	97.62%	7.88%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#26 Taught naval uniforms	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total
Strongly Disagree	234	125	43	15	3	1	421	48.95%	43.66%	28.86%	23.08%	18.67%	1.19%	39.02%
Mildly Disagree	60	54	26	10	3	0	153	12.55%	18.95%	17.45%	15.38%	18.67%	0.00%	14.18%
Neither Agree nor Disagree	118	36	30	12	3	0	199	24.69%	12.63%	20.13%	18.46%	18.67%	0.00%	18.44%
Mildly Agree	42	46	35	20	4	0	147	8.79%	16.14%	23.49%	30.77%	22.22%	0.00%	13.62%
Strongly Agree	23	22	15	8	5	1	74	4.81%	7.72%	10.07%	12.31%	27.78%	1.19%	8.88%
Missing	1	2	0	0	0	82	85	0.21%	0.70%	0.00%	0.00%	0.00%	97.62%	7.88%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#27 Taught customs & courtesies	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total
Strongly Disagree	222	92	34	11	2	1	362	46.44%	32.29%	22.82%	16.92%	11.11%	1.19%	33.56%
Mildly Disagree	55	63	24	9	3	0	156	11.72%	22.46%	16.11%	13.85%	18.67%	0.00%	14.46%
Neither Agree nor Disagree	118	44	27	17	1	0	207	24.69%	15.44%	18.12%	26.15%	5.56%	0.00%	19.18%
Mildly Agree	54	57	39	18	7	0	173	11.30%	20.00%	25.17%	24.62%	38.89%	0.00%	16.03%
Strongly Agree	25	26	25	12	5	1	94	5.23%	9.12%	18.78%	18.46%	27.78%	1.19%	8.71%
Missing	3	2	0	0	0	82	87	0.63%	0.70%	0.00%	0.00%	0.00%	97.62%	8.06%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#28 Taught education opportunities	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total
Strongly Disagree	92	32	10	2	1	0	137	19.25%	11.23%	6.71%	3.06%	5.56%	0.00%	12.70%
Mildly Disagree	60	30	11	5	1	0	107	12.55%	10.53%	7.38%	7.69%	5.56%	0.00%	9.92%
Neither Agree nor Disagree	79	36	11	5	3	0	134	18.53%	12.63%	7.38%	7.69%	18.67%	0.00%	12.42%
Mildly Agree	127	92	57	26	2	0	304	26.57%	32.28%	38.26%	40.00%	11.11%	0.00%	28.17%
Strongly Agree	119	92	60	27	11	2	311	24.90%	32.28%	40.27%	41.54%	81.11%	2.38%	28.82%
Missing	1	3	0	0	0	82	86	0.21%	1.05%	0.00%	0.00%	0.00%	97.62%	7.97%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#29 Taught advancement system	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total
Strongly Disagree	105	37	11	1	1	0	156	22.18%	12.98%	7.38%	1.54%	5.56%	0.00%	14.46%
Mildly Disagree	52	33	9	7	2	0	103	10.88%	11.58%	5.64%	10.77%	11.11%	0.00%	9.55%
Neither Agree nor Disagree	91	39	19	8	3	0	158	19.04%	13.68%	12.75%	9.23%	18.67%	0.00%	14.64%
Mildly Agree	123	91	55	27	5	0	301	25.73%	31.93%	36.91%	41.54%	27.78%	0.00%	27.90%
Strongly Agree	102	82	56	24	7	2	272	21.34%	28.77%	38.91%	38.92%	38.89%	2.38%	25.21%
Missing	4	3	0	0	0	82	89	0.84%	1.05%	0.00%	0.00%	0.00%	97.62%	8.25%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#30 Taught safety	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total
Strongly Disagree	164	70	11	7	1	0	253	34.31%	24.56%	7.38%	10.77%	5.56%	0.00%	23.45%
Mildly Disagree	53	54	21	4	1	0	135	11.09%	18.95%	14.00%	8.15%	18.67%	0.00%	12.51%
Neither Agree nor Disagree	165	70	41	18	3	0	295	34.52%	24.56%	27.52%	24.62%	18.67%	0.00%	27.34%
Mildly Agree	53	57	47	25	5	0	187	11.09%	20.00%	31.54%	38.46%	27.78%	0.00%	17.33%
Strongly Agree	41	31	29	13	8	2	122	8.56%	10.88%	19.46%	20.00%	33.33%	2.38%	11.31%
Missing	2	3	0	0	0	82	87	0.42%	1.05%	0.00%	0.00%	0.00%	97.62%	8.05%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#31 Taught first-aid	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total	<2 mths	2-4 mths	5-7 mths	8-10 mths	>11 mths	Missing	Grand Total
Strongly Disagree	257	135	45	18	5	1	459	53.77%	47.37%	30.20%	24.62%	27.78%	1.19%	42.43%
Mildly Disagree	49	53	38	11	2	0	153	10.25%	18.60%	24.16%	18.92%	11.11%	0.00%	13.99%
Neither Agree nor Disagree	136	49	34	18	5	0	244	28.87%	17.19%	22.82%	27.69%	27.78%	0.00%	22.81%
Mildly Agree	20	24	19	15	2	0	80	4.18%	8.42%	12.75%	23.08%	11.11%	0.00%	7.41%
Strongly Agree	13	21	15	5	4	1	59	2.72%	7.37%	10.07%	7.69%	22.22%	1.19%	5.47%
Missing	1	3	0	0	0	82	86	0.21%	1.05%	0.00%	0.00%	0.00%	97.62%	7.97%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

H. Recruiter Contact

#20 Used DEP PGS	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
Missing	2	1	3	2	4	81	93	4.65%	0.96%	1.80%	0.90%	0.86%	97.59%	8.62%
Don't Know	9	17	28	44	95	1	194	20.93%	18.67%	16.77%	19.91%	20.52%	1.20%	17.98%
No	28	65	100	113	243	1	550	65.12%	63.73%	58.86%	51.13%	52.48%	1.20%	50.97%
Yes	4	19	36	62	121	0	242	9.30%	18.63%	21.56%	28.05%	26.13%	0.00%	22.43%
Grand Total	43	102	167	221	463	83	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#21 Completed DEP PGS	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
None	15	27	28	43	79	0	192	34.86%	22.47%	18.77%	19.46%	17.05%	0.00%	17.79%
Somewhat	1	12	32	35	73	0	153	2.33%	11.76%	19.17%	15.84%	15.77%	0.00%	14.18%
Half	2	4	8	20	23	0	57	4.65%	3.92%	4.79%	9.05%	4.97%	0.00%	5.28%
Most	1	5	4	18	42	1	69	2.33%	4.90%	2.40%	7.24%	9.07%	1.20%	8.39%
All	1	4	6	13	33	0	57	2.33%	3.92%	3.59%	5.88%	7.13%	0.00%	5.28%
Missing	23	50	89	94	213	82	551	53.49%	49.02%	53.29%	42.53%	46.00%	98.80%	51.07%
Grand Total	43	102	167	221	463	83	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#22 Told what to expect	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
Strongly Disagree	19	21	34	29	58	0	161	44.19%	20.59%	20.36%	13.12%	12.53%	0.00%	14.92%
Mildly Disagree	8	20	39	39	59	1	166	16.80%	19.61%	23.35%	17.85%	12.74%	1.20%	15.38%
Neither Agree nor Disagree	9	22	24	33	54	0	142	20.93%	21.57%	14.37%	14.93%	11.66%	0.00%	13.16%
Mildly Agree	8	33	44	73	155	1	312	13.95%	32.35%	26.35%	33.03%	33.46%	1.20%	28.92%
Strongly Agree	1	5	24	45	134	0	209	2.33%	4.90%	14.37%	20.36%	28.94%	0.00%	19.37%
Missing	0	1	2	2	3	81	89	0.00%	0.96%	1.20%	0.90%	0.65%	97.59%	8.25%
Grand Total	43	102	167	221	463	83	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#24 Taught military drill	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
Strongly Disagree	25	55	67	69	141	1	358	58.14%	53.92%	40.12%	31.22%	30.45%	1.20%	33.19%
Mildly Disagree	5	14	14	31	60	1	125	11.63%	13.73%	8.38%	14.00%	12.96%	1.20%	11.58%
Neither Agree nor Disagree	5	14	31	38	69	0	157	11.63%	13.73%	18.56%	17.19%	14.90%	0.00%	14.56%
Mildly Agree	3	11	30	46	91	0	181	8.96%	10.78%	17.96%	20.81%	19.65%	0.00%	16.77%
Strongly Agree	5	7	24	38	100	0	172	11.63%	8.86%	14.37%	18.29%	21.60%	0.00%	15.94%
Missing	0	1	1	1	2	81	88	0.00%	0.96%	0.60%	0.45%	0.43%	97.59%	7.97%
Grand Total	43	102	167	221	463	83	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#23 Taught military rank	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
Strongly Disagree	26	53	74	90	143	1	387	69.47%	51.96%	44.31%	40.72%	30.89%	1.20%	35.67%
Mildly Disagree	4	17	22	32	72	1	148	9.30%	16.67%	13.17%	14.48%	15.55%	1.20%	13.72%
Neither Agree nor Disagree	8	17	33	48	87	0	193	18.60%	16.67%	19.76%	21.72%	18.79%	0.00%	17.89%
Mildly Agree	1	8	28	32	102	0	171	2.33%	7.64%	18.77%	14.48%	22.03%	0.00%	15.55%
Strongly Agree	4	7	9	18	57	0	95	9.30%	6.86%	5.39%	8.14%	12.31%	0.00%	8.80%
Missing	0	0	1	1	2	81	85	0.00%	0.00%	0.60%	0.45%	0.43%	97.59%	7.88%
Grand Total	43	102	167	221	463	83	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#26 Taught naval uniforms	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
Strongly Disagree	27	54	75	104	160	1	421	62.79%	52.94%	44.91%	47.06%	34.56%	1.20%	39.02%
Mildly Disagree	4	19	26	31	70	1	153	9.30%	18.63%	18.77%	14.03%	15.12%	1.20%	14.18%
Neither Agree nor Disagree	7	18	34	41	99	0	199	16.28%	17.65%	20.36%	18.55%	21.38%	0.00%	18.44%
Mildly Agree	3	9	22	33	80	0	147	6.94%	8.82%	13.17%	14.93%	17.28%	0.00%	13.62%
Strongly Agree	2	2	7	11	52	0	74	4.65%	1.96%	4.19%	4.98%	11.23%	0.00%	8.86%
Missing	0	0	1	1	2	81	85	0.00%	0.00%	0.45%	0.43%	0.43%	97.59%	7.86%
Grand Total	43	102	167	221	463	63	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#27 Taught customs & courtesies	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
Strongly Disagree	24	50	64	80	143	1	362	55.81%	48.02%	36.32%	36.20%	30.89%	1.20%	33.55%
Mildly Disagree	5	17	25	39	70	0	156	11.63%	18.67%	18.67%	14.97%	15.12%	0.00%	14.46%
Neither Agree nor Disagree	9	18	31	43	105	1	207	20.83%	17.65%	18.56%	19.46%	22.68%	1.20%	19.18%
Mildly Agree	4	13	35	39	82	0	173	9.30%	12.75%	20.96%	17.65%	17.71%	0.00%	18.03%
Strongly Agree	1	3	10	19	81	0	94	2.33%	2.94%	5.98%	8.60%	13.17%	0.00%	8.71%
Missing	0	1	2	1	2	81	87	0.00%	0.98%	1.20%	0.45%	0.43%	97.59%	8.06%
Grand Total	43	102	167	221	463	63	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#28 Taught education opportunities	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
Strongly Disagree	10	15	34	25	53	0	137	23.26%	14.71%	20.36%	11.31%	11.45%	0.00%	12.70%
Mildly Disagree	8	19	18	24	37	0	107	18.60%	18.63%	11.38%	10.86%	7.78%	0.00%	9.92%
Neither Agree nor Disagree	8	23	20	27	57	1	134	13.95%	22.55%	11.98%	12.22%	12.31%	1.20%	12.42%
Mildly Agree	14	24	52	67	146	1	304	32.56%	23.53%	31.14%	30.32%	31.53%	1.20%	28.17%
Strongly Agree	5	21	41	78	168	0	311	11.63%	20.59%	24.55%	34.39%	36.29%	0.00%	28.82%
Missing	0	0	1	2	2	81	88	0.00%	0.00%	0.60%	0.90%	0.43%	97.59%	7.97%
Grand Total	43	102	167	221	463	63	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#29 Taught advancement system	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
Strongly Disagree	19	24	30	23	54	0	156	44.19%	23.53%	17.96%	13.12%	11.66%	0.00%	14.46%
Mildly Disagree	8	16	18	24	36	1	103	18.60%	15.69%	10.78%	10.86%	7.78%	1.20%	9.55%
Neither Agree nor Disagree	3	23	24	34	73	1	158	8.98%	22.56%	14.37%	15.38%	15.77%	1.20%	14.54%
Mildly Agree	11	18	57	68	147	0	301	25.58%	17.65%	34.13%	30.77%	31.75%	0.00%	27.90%
Strongly Agree	2	21	36	84	148	0	272	4.65%	20.59%	21.56%	28.96%	32.18%	0.00%	25.21%
Missing	0	0	2	2	4	81	89	0.00%	0.00%	1.20%	0.90%	0.86%	97.59%	8.25%
Grand Total	43	102	167	221	463	63	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#30 Taught safety	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
Strongly Disagree	24	36	50	52	91	0	253	55.81%	35.29%	23.53%	19.65%	19.65%	0.00%	23.45%
Mildly Disagree	7	25	20	27	56	0	135	18.28%	24.51%	11.98%	12.22%	12.10%	0.00%	12.51%
Neither Agree nor Disagree	6	22	47	78	141	1	295	13.95%	21.57%	28.14%	35.29%	30.45%	1.20%	27.34%
Mildly Agree	4	12	25	40	106	0	167	9.30%	11.78%	14.97%	18.10%	22.69%	0.00%	17.33%
Strongly Agree	2	7	24	21	67	1	122	4.65%	8.86%	14.37%	9.50%	14.47%	1.20%	11.31%
Missing	0	0	1	3	2	81	67	0.00%	0.00%	0.60%	1.36%	0.43%	97.59%	8.06%
Grand Total	43	102	167	221	463	63	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

#31 Taught first-aid	Never	Once	Twice	Three	>Four	Missing	Grand Total	Never	Once	Twice	Three	>Four	Missing	Grand Total
Strongly Disagree	26	60	81	93	197	2	459	60.47%	58.82%	48.50%	42.08%	42.55%	2.41%	42.54%
Mildly Disagree	3	17	22	39	70	0	151	8.98%	18.67%	13.17%	17.65%	15.12%	0.00%	13.99%
Neither Agree nor Disagree	8	19	36	57	122	0	244	18.60%	18.63%	22.75%	25.79%	26.35%	0.00%	22.81%
Mildly Agree	5	4	13	19	39	0	80	11.63%	3.92%	7.78%	8.60%	8.42%	0.00%	7.41%
Strongly Agree	1	2	12	33	33	0	59	2.33%	1.96%	7.19%	4.98%	7.13%	0.00%	5.47%
Missing	0	0	1	2	2	81	86	0.00%	0.00%	0.60%	0.90%	0.43%	97.59%	7.97%
Grand Total	43	102	167	221	463	63	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

How Effectively Do DEPPers Think They Were Prepared for Basic Training

A. Overall, the DEP effectively prepared the recruit for basic training (Q17)

Gender	Missing	Females	Males	Grand Total	Missing	Females	Males	Grand Total
Strongly Disagree	2	42	144	188	66.67%	26.09%	15.74%	17.42%
Mildly Disagree	0	36	156	192	0.00%	22.36%	17.05%	17.79%
Neither Agree nor Disagree	0	30	274	304	0.00%	18.63%	29.95%	28.17%
Mildly Agree	0	29	167	218	0.00%	18.01%	20.44%	20.02%
Strongly Agree	1	18	78	95	33.33%	9.94%	8.52%	8.80%
Missing	0	8	78	84	0.00%	4.97%	8.31%	7.78%
Grand Total	3	161	915	1079	100.00%	100.00%	100.00%	100.00%

Race	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	1	8	37	107	23	12	188	25.00%	18.18%	19.17%	16.36%	18.55%	19.67%	17.42%
Mildly Disagree	0	7	30	126	21	8	192	0.00%	15.91%	15.54%	19.30%	16.94%	13.11%	17.79%
Neither Agree nor Disagree	3	12	60	181	30	18	304	75.00%	27.27%	31.09%	27.72%	24.19%	29.51%	28.17%
Mildly Agree	0	10	29	130	32	15	218	0.00%	22.73%	15.03%	19.91%	25.81%	24.59%	20.02%
Strongly Agree	0	3	20	56	11	5	95	0.00%	8.82%	10.36%	8.58%	8.67%	8.20%	8.80%
Missing	0	4	17	53	7	3	84	0.00%	9.09%	8.81%	8.12%	5.65%	4.92%	7.78%
Grand Total	4	44	193	653	124	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Age	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 yrs	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 yrs	Grand Total
Strongly Disagree	52	80	29	14	13	188	18.37%	17.09%	15.18%	22.95%	17.11%	17.42%
Mildly Disagree	51	90	35	10	8	192	18.02%	19.23%	18.32%	18.36%	7.89%	17.79%
Neither Agree nor Disagree	75	130	57	16	26	304	26.50%	27.78%	29.84%	26.23%	34.21%	28.17%
Mildly Agree	60	99	36	8	13	218	21.15%	21.15%	18.85%	13.11%	17.11%	20.02%
Strongly Agree	27	41	15	5	7	95	9.54%	8.78%	7.85%	8.20%	9.21%	8.80%
Missing	18	28	19	8	11	84	6.36%	5.96%	9.55%	13.11%	14.47%	7.78%
Grand Total	283	468	191	81	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Education	Missing	BS	GED	HS	MAS	SCOL	Grand Total	Missing	BS	GED	HS	MAS	SCOL	Grand Total
Strongly Disagree	2	3	23	115	0	45	188	12.50%	14.29%	20.54%	17.56%	0.00%	18.46%	17.42%
Mildly Disagree	3	2	16	121	0	50	192	18.75%	9.52%	14.29%	18.47%	0.00%	18.32%	17.79%
Neither Agree nor Disagree	6	9	35	169	0	85	304	37.50%	42.86%	31.25%	25.80%	0.00%	31.14%	28.17%
Mildly Agree	2	5	14	145	0	50	216	12.50%	23.81%	12.50%	22.14%	0.00%	18.32%	20.02%
Strongly Agree	1	1	8	63	2	20	95	6.25%	4.76%	7.14%	9.62%	100.00%	7.33%	8.80%
Missing	2	1	16	42	0	23	84	12.50%	4.76%	14.29%	5.41%	0.00%	8.42%	7.78%
Grand Total	16	21	112	653	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Success	Successfuls	Unsuccessfuls	Grand Total	Successfuls	Unsuccessfuls	Grand Total
Strongly Disagree	130	58	188	14.21%	35.37%	17.42%
Mildly Disagree	159	33	192	17.38%	20.12%	17.79%
Neither Agree nor Disagree	286	38	304	29.07%	23.17%	28.17%
Mildly Agree	202	14	218	22.08%	8.54%	20.02%
Strongly Agree	64	11	95	9.18%	8.71%	8.80%
Missing	74	10	84	8.09%	6.10%	7.78%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

Time in DEP	< 2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	< 2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	84	35	41	19	9	0	188	22.52%	16.67%	16.80%	17.12%	15.00%	0.00%	17.42%
Mildly Disagree	61	57	40	20	14	0	192	16.35%	27.14%	18.39%	18.02%	23.33%	0.00%	17.79%
Neither Agree nor Disagree	137	53	73	28	13	0	304	36.73%	25.24%	29.92%	25.23%	21.67%	0.00%	28.17%
Mildly Agree	60	50	60	27	19	0	216	16.09%	23.81%	24.59%	24.32%	31.67%	0.00%	20.02%
Strongly Agree	31	12	30	17	5	0	95	8.31%	5.71%	12.30%	15.32%	8.33%	0.00%	8.80%
Missing	0	3	0	0	0	81	84	0.00%	1.43%	0.00%	0.00%	0.00%	100.00%	7.78%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

DEP Meetings Attended	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total
Strongly Disagree	113	48	16	9	2	0	188	23.64%	16.84%	10.74%	13.85%	11.11%	0.00%	17.42%
Mildly Disagree	85	78	19	7	2	1	192	17.78%	27.37%	12.75%	10.77%	11.11%	1.19%	17.79%
Neither Agree nor Disagree	195	56	40	6	4	1	304	40.79%	20.35%	26.85%	9.23%	22.22%	1.19%	28.17%
Mildly Agree	57	76	49	29	4	1	216	11.92%	26.67%	32.89%	44.62%	22.22%	1.19%	20.02%
Strongly Agree	27	25	24	13	6	0	95	5.65%	8.77%	16.11%	20.00%	33.33%	0.00%	8.80%
Missing	1	0	1	1	0	81	84	0.21%	0.00%	0.67%	1.54%	0.00%	96.43%	7.78%
Grand Total	478	265	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Talked to Recruiter per month	Never	Once	Twice	Three times	> 4 times	Missing	Grand Total	Never	Once	Twice	Three times	> 4 times	Missing	Grand Total
Strongly Disagree	17	30	33	45	62	1	188	39.53%	29.41%	19.76%	20.36%	13.39%	1.20%	17.42%
Mildly Disagree	8	23	41	43	77	0	192	18.80%	22.55%	24.56%	19.46%	18.63%	0.00%	17.79%
Neither Agree nor Disagree	12	37	48	65	142	0	304	27.91%	36.27%	28.74%	29.41%	30.67%	0.00%	28.17%
Mildly Agree	4	11	34	47	120	0	216	9.30%	10.78%	20.36%	21.27%	25.92%	0.00%	20.02%
Strongly Agree	1	1	11	21	60	1	95	2.33%	0.98%	6.59%	9.50%	12.56%	1.20%	8.80%
Missing	1	0	0	0	2	81	84	2.33%	0.00%	0.00%	0.00%	0.43%	97.59%	7.78%
Grand Total	43	102	167	221	463	63	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

B. DEP PQS prepared the recruit for basic training (Q22)

Gender	Missing	Females	Males	Grand Total	Missing	Females	Males	Grand Total
Strongly Disagree	2	13	61	76	66.67%	8.07%	8.67%	7.04%
Mildly Disagree	0	14	49	63	0.00%	8.70%	5.36%	5.84%
Neither Agree nor Disagree	0	22	202	224	0.00%	13.66%	22.08%	20.76%
Mildly Agree	0	15	90	105	0.00%	9.84%	9.73%	9.73%
Strongly Agree	0	11	30	41	0.00%	8.83%	3.28%	3.80%
Missing	1	86	483	570	33.33%	53.42%	52.79%	52.83%
Grand Total	3	161	915	1079	100.00%	100.00%	100.00%	100.00%

Race	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	1	2	19	37	11	6	76	25.00%	4.55%	9.84%	5.67%	8.87%	9.84%	7.04%
Mildly Disagree	0	5	14	31	10	3	63	0.00%	11.36%	7.25%	4.75%	8.06%	4.92%	5.84%
Neither Agree nor Disagree	1	13	34	138	27	11	224	25.00%	29.55%	17.62%	21.13%	21.77%	18.03%	20.76%
Mildly Agree	0	5	18	60	13	9	105	0.00%	11.36%	9.33%	9.19%	10.48%	14.75%	9.73%
Strongly Agree	0	0	8	26	5	2	41	0.00%	0.00%	4.15%	3.98%	4.03%	3.28%	3.80%
Missing	2	19	100	361	58	30	570	50.00%	43.10%	51.81%	56.29%	46.77%	48.18%	52.83%
Grand Total	4	44	193	653	124	61	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Age	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 yrs	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 yrs	Grand Total
Strongly Disagree	23	30	15	6	2	76	8.13%	7.85%	9.84%	2.63%	7.04%	
Mildly Disagree	9	37	8	3	6	63	3.18%	7.91%	4.19%	4.92%	7.89%	5.84%
Neither Agree nor Disagree	62	106	35	10	11	224	21.91%	22.65%	18.32%	16.39%	14.47%	20.76%
Mildly Agree	33	46	14	5	7	105	11.66%	9.63%	7.33%	8.20%	9.21%	9.73%
Strongly Agree	14	15	9	1	2	41	4.95%	3.21%	4.71%	1.64%	2.63%	3.80%
Missing	142	224	110	36	48	570	50.18%	50.00%	57.59%	59.02%	63.16%	52.83%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Education	Missing	BS	GED	HS	MAS	SCOL	Grand Total	Missing	BS	GED	HS	MAS	SCOL	Grand Total
Strongly Disagree	0	0	11	50	0	15	76	0.00%	0.00%	9.82%	7.63%	0.00%	5.49%	7.04%
Mildly Disagree	0	0	5	42	0	18	63	0.00%	0.00%	4.46%	8.41%	0.00%	5.86%	5.84%
Neither Agree nor Disagree	4	4	23	135	0	56	224	25.00%	19.05%	20.54%	20.81%	0.00%	21.25%	20.76%
Mildly Agree	1	1	8	68	1	26	105	8.25%	4.76%	10.38%	10.38%	0.00%	9.52%	9.73%
Strongly Agree	0	1	3	29	0	8	41	0.00%	4.76%	2.68%	4.43%	0.00%	2.93%	3.80%
Missing	11	15	62	331	1	150	570	68.75%	71.43%	55.36%	50.53%	50.00%	54.95%	52.83%
Grand Total	16	21	112	655	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Success	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	56	20	76	8.12%	12.20%	7.04%
Mildly Disagree	57	8	63	8.23%	3.66%	5.84%
Neither Agree nor Disagree	201	23	224	21.97%	14.02%	20.76%
Mildly Agree	98	7	105	10.71%	4.27%	9.73%
Strongly Agree	34	7	41	3.72%	4.27%	3.80%
Missing	469	101	570	51.26%	61.59%	52.83%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

Time in DEP	< 2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	< 2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	31	8	21	10	6	0	76	8.31%	3.81%	8.61%	9.01%	10.00%	0.00%	7.04%
Mildly Disagree	23	15	15	5	5	0	63	8.17%	7.14%	8.15%	4.50%	8.33%	0.00%	5.84%
Neither Agree nor Disagree	75	46	81	27	15	0	224	20.11%	21.90%	25.00%	24.32%	25.00%	0.00%	20.76%
Mildly Agree	32	27	31	8	7	0	105	8.58%	12.86%	12.70%	7.21%	11.67%	0.00%	9.73%
Strongly Agree	14	8	9	6	2	0	41	3.75%	3.81%	3.69%	7.21%	3.33%	0.00%	3.80%
Missing	198	106	107	53	25	81	570	53.06%	50.48%	43.85%	47.75%	41.67%	100.00%	52.83%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

DEP Meetings Attended	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total
Strongly Disagree	43	15	10	5	3	0	76	9.00%	5.26%	8.71%	7.69%	18.67%	0.00%	7.04%
Mildly Disagree	26	22	9	3	3	0	63	5.44%	7.72%	6.04%	4.62%	18.67%	0.00%	5.84%
Neither Agree nor Disagree	107	54	30	19	5	0	224	22.38%	18.95%	28.17%	29.23%	27.78%	0.00%	20.76%
Mildly Agree	35	38	24	5	2	1	105	7.32%	13.33%	18.11%	7.69%	11.11%	1.19%	9.73%
Strongly Agree	13	10	8	9	0	1	41	2.72%	3.51%	5.37%	13.65%	0.00%	1.19%	3.80%
Missing	254	146	59	24	5	82	570	53.14%	51.23%	39.60%	36.92%	27.78%	97.62%	52.83%
Grand Total	478	265	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Talked to Recruiter per month	Never	Once	Twice	Three times	> 4 times	Missing	Grand Total	Never	Once	Twice	Three times	> 4 times	Missing	Grand Total
Strongly Disagree	5	13	15	17	26	0	76	11.63%	12.75%	8.98%	7.69%	5.62%	0.00%	7.04%
Mildly Disagree	2	12	12	15	22	0	63	4.65%	11.76%	7.19%	6.79%	4.75%	0.00%	5.84%
Neither Agree nor Disagree	12	18	30	54	108	1	224	27.01%	17.85%	17.98%	24.43%	23.54%	1.20%	20.76%
Mildly Agree	0	5	14	28	56	0	105	0.00%	4.90%	8.35%	12.67%	12.53%	0.00%	9.73%
Strongly Agree	1	1	4	10	25	0	41	2.33%	0.98%	2.40%	4.52%	5.40%	0.00%	3.80%
Missing	23	53	92	97	223	82	570	53.49%	51.96%	56.09%	43.89%	48.16%	98.80%	52.83%
Grand Total	43	102	167	221	463	83	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

C. DEP could have prepared better for basic training (Q32)

Gender	Missing	Females	Males	Grand Total	Missing	Females	Males	Grand Total
Strongly Disagree	1	11	62	94	33.33%	6.83%	8.96%	8.71%
Mildly Disagree	0	11	51	62	0.00%	6.83%	5.57%	5.75%
Neither Agree nor Disagree	0	22	205	227	0.00%	13.66%	22.40%	21.04%
Mildly Agree	0	40	201	241	0.00%	24.84%	21.97%	22.34%
Strongly Agree	2	70	292	364	66.67%	43.48%	31.91%	33.73%
Missing	0	7	84	91	0.00%	4.35%	9.18%	8.43%
Grand Total	3	181	915	1079	100.00%	100.00%	100.00%	100.00%

Race	Missing	Asian	Black	White	Hispanic	Other	Grand Total	Missing	Asian	Black	White	Hispanic	Other	Grand Total
Strongly Disagree	0	5	17	56	11	5	94	0.00%	11.36%	8.81%	8.58%	8.87%	8.20%	8.71%
Mildly Disagree	0	3	12	34	9	4	62	0.00%	8.62%	8.22%	5.21%	7.26%	8.58%	5.75%
Neither Agree nor Disagree	0	6	45	139	29	8	227	0.00%	13.84%	23.32%	21.29%	23.39%	13.11%	21.04%
Mildly Agree	1	9	33	156	27	15	241	25.00%	20.45%	17.10%	23.89%	21.77%	24.59%	22.34%
Strongly Agree	3	17	67	213	39	25	364	75.00%	38.64%	34.72%	32.62%	31.45%	40.96%	33.73%
Missing	0	4	19	55	9	4	91	0.00%	9.09%	9.84%	8.42%	7.26%	6.56%	8.43%
Grand Total	4	44	193	653	124	61	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Age	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 yrs	Grand Total	17-18 yrs	19-20 yrs	21-22 yrs	23-24 yrs	>25 yrs	Grand Total
Strongly Disagree	23	37	20	4	10	94	8.13%	7.91%	10.47%	8.56%	13.18%	8.71%
Mildly Disagree	20	29	5	5	3	62	7.07%	8.20%	2.62%	8.20%	3.95%	5.75%
Neither Agree nor Disagree	50	100	43	15	19	227	17.67%	21.37%	22.51%	24.59%	25.00%	21.04%
Mildly Agree	73	104	41	9	14	241	25.80%	22.22%	21.47%	14.75%	18.42%	22.34%
Strongly Agree	96	166	62	20	18	364	34.63%	35.47%	32.46%	32.79%	23.88%	33.73%
Missing	19	32	20	8	12	91	6.71%	6.84%	10.47%	13.11%	15.79%	8.43%
Grand Total	283	468	191	61	76	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Education	Missing	BS	GED	HS	MAS	SCOL	Grand Total	Missing	BS	GED	HS	MAS	SCOL	Grand Total
Strongly Disagree	3	0	11	48	0	32	94	18.75%	0.00%	9.62%	7.33%	0.00%	11.72%	8.71%
Mildly Disagree	1	0	5	42	0	14	62	6.25%	0.00%	4.46%	8.41%	0.00%	5.13%	5.75%
Neither Agree nor Disagree	3	10	25	138	0	51	227	18.75%	47.62%	22.32%	21.07%	0.00%	18.68%	21.04%
Mildly Agree	0	8	19	153	0	63	241	0.00%	28.57%	16.96%	23.36%	0.00%	23.08%	22.34%
Strongly Agree	7	4	35	229	2	67	364	43.75%	19.05%	34.96%	100.00%	31.87%	33.73%	33.73%
Missing	2	1	17	45	0	26	91	12.50%	4.76%	15.18%	6.87%	0.00%	9.52%	8.43%
Grand Total	18	21	112	650	2	273	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Success	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Strongly Disagree	74	20	94	8.09%	12.20%	8.71%
Mildly Disagree	51	11	62	5.57%	8.71%	5.75%
Neither Agree nor Disagree	203	24	227	22.19%	14.63%	21.04%
Mildly Agree	217	24	241	23.72%	14.63%	22.34%
Strongly Agree	291	73	364	31.80%	44.51%	33.73%
Missing	79	12	91	8.63%	7.32%	8.43%
Grand Total	915	164	1079	100.00%	100.00%	100.00%

Time in DEP	< 2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total	< 2 mos	2-4 mos	5-7 mos	8-10 mos	>11 mos	Missing	Grand Total
Strongly Disagree	45	15	25	4	5	0	94	12.06%	7.14%	10.25%	3.60%	8.33%	0.00%	8.71%
Mildly Disagree	23	19	12	4	4	0	62	8.17%	9.05%	4.92%	3.60%	8.67%	0.00%	5.75%
Neither Agree nor Disagree	94	43	53	25	12	0	227	25.20%	20.48%	21.72%	22.52%	20.00%	0.00%	21.04%
Mildly Agree	71	48	72	37	13	0	241	19.03%	22.86%	29.51%	33.33%	21.67%	0.00%	22.34%
Strongly Agree	134	85	78	41	26	0	364	35.92%	40.48%	31.97%	36.94%	43.33%	0.00%	33.73%
Missing	8	0	4	7	0	81	91	1.61%	0.00%	1.64%	0.00%	0.00%	0.00%	8.43%
Grand Total	373	210	244	111	60	81	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

DEP Meetings Attended	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total	<2 mtgs	2-4 mtgs	5-7 mtgs	8-10 mtgs	>11 mtgs	Missing	Grand Total
Strongly Disagree	57	24	7	3	3	0	94	11.92%	8.42%	4.70%	4.62%	16.67%	0.00%	8.71%
Mildly Disagree	27	26	5	3	1	0	62	5.65%	9.12%	3.36%	4.62%	5.56%	0.00%	5.75%
Neither Agree nor Disagree	127	51	28	13	8	0	227	26.57%	17.89%	18.79%	20.00%	44.44%	0.00%	21.04%
Mildly Agree	85	75	57	21	2	1	241	17.78%	28.32%	38.28%	32.31%	11.11%	1.19%	22.34%
Strongly Agree	176	105	52	25	4	1	364	38.82%	37.19%	34.90%	38.46%	22.22%	1.19%	33.73%
Missing	6	3	0	0	0	82	91	1.28%	1.05%	0.00%	0.00%	0.00%	97.62%	8.43%
Grand Total	478	285	149	65	18	84	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Talked to Recruiter per month	Never	Once	Twice	Three times	> 4 times	Missing	Grand Total	Never	Once	Twice	Three times	> 4 times	Missing	Grand Total
Strongly Disagree	8	17	14	16	41	0	94	13.95%	18.67%	8.36%	7.24%	8.86%	0.00%	8.71%
Mildly Disagree	4	3	10	15	30	0	62	9.30%	2.94%	5.99%	8.79%	8.46%	0.00%	5.75%
Neither Agree nor Disagree	12	23	32	47	113	0	227	27.91%	22.55%	19.16%	21.27%	24.41%	0.00%	21.04%
Mildly Agree	5	18	45	57	118	0	241	11.63%	15.89%	26.95%	25.79%	25.49%	0.00%	22.34%
Strongly Agree	18	43	65	81	157	2	364	37.21%	42.16%	38.92%	36.65%	33.91%	2.41%	33.73%
Missing	0	0	1	5	4	81	91	0.00%	0.00%	0.60%	2.26%	0.86%	97.59%	8.43%
Grand Total	43	102	167	221	463	83	1079	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

LIST OF REFERENCES

- Antel, John, Hosek, James R., and Peterson, Christine E. (1987). Military Enlistment and Attrition (R-3510-FMP). Santa Monica, CA: Rand Corporation.
- Baker, H. G., Julius, James M., and Wanous, J. P. (1989). Realistic Job Previews for a Sample of Navy and Marine Corps Occupations: Development of Prototypes (NPRDC TN 90-7). San Diego, CA: Navy Personnel Research and Development Center.
- Bohn, Don and Schmitz, Edward. (1995). Delayed Entry Program Policy: Reducing Personnel Costs Through Efficient Planning. Arlington, VA: Commander, Navy Recruiting Command, Research and Studies Branch.
- Buddin, Richard (1984). Analysis of Early Military Attrition Behavior (R-3069-MIL). Santa Monica, CA: The Rand Corporation.
- Buddin, Richard (1988). Trends in Attrition of High-Quality Military Recruits (R-3539-FMP). Santa Monica, CA: The Rand Corporation.
- Celeste, Jeanna F. (1985). Delayed Entry Program Contracting Cohort Loss Analysis: A Replication (Research Report 1402). Alexandria, VA: US Army Research Institute, Manpower and Personnel Research Laboratory.
- COMNAVCRUITCOM Instruction 1133.7A (1996). Delayed Entry Program (DEP) Leadership Manual. Arlington, VA: Commander, Navy Recruiting Command.
- Cooke, Timothy W. and Pflaumer, Donna M. (1991). Delayed Entry and Attrition: A Review (CRM 90-229). Alexandria, VA: Center for Naval Analyses.
- Cymrot, Donald J. (1986). Early Attrition in FY 1985: The Effects of the Delayed Entry Program, Accession Month, and Enlistment Program (CRM 86-192). Alexandria, VA: Center for Naval Analyses, Naval Manpower, Planning, and Logistic Division.
- Flyer, E. S., and Elster, R. S. (1983). First Term Attrition Among Non-Prior Service Enlisted Personnel: Loss Probabilities Based on Selected Entry Factors (NPS54-83-007). Monterey, CA: Naval Post Graduate School.
- General Accounting Office. (1997). Military Attrition: DOD Could Save Millions by Better Screening Enlisted Personnel (Chapter Report, 01/06/97 GAO/NSIAD-97-39). Washington, DC: Author.

Kohen, Andrew I. (1984). Attrition From Military and Civilian Jobs: Insights From the National Longitudinal Surveys (Technical Report 638). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Lukasiewicz, Chris E. (1995). The Delayed Entry Program's Effect on Initial Entry Training Attrition. Monterey, CA: Naval Post Graduate School.

Manganaris, Alex G. and Phillips, Chester E. (1985). The Delayed Entry Program: A Policy Analysis (Technical Report 679). Alexandria, VA: US Army Research Institute, Manpower and Personnel Policy Research Group.

Manganaris, Alex G. and Schmitz, Edward J. (1985). Impact of Delayed Entry Program Participation on First Term Attrition (Technical Report 665). Alexandria, VA: US Army Research Institute, Manpower and Personnel Policy Research Group.

Matos, Rafael E. (1994). U.S. Navy's Delayed Entry Program: Effects of Its Length on DEP Loss and First-Term Attrition. Monterey, CA: Naval Post Graduate School.

Morey, Richard C. (1983). Management of the Armed Services' Delayed Entry Pools: A Comparison of Recruiting Philosophies and Issues. Raleigh, NC: Duke University, Center of Applied Business Research.

Nakada, Michael K. (1994). Delayed Entry Program (DEP) Attrition: Recruits, Recruiters, Contracts, and Economics (NPRDC-TR-95-3). San Diego, CA: Navy Personnel Research and Development Center.

Nelson, Abraham (1988). Delayed Entry Program (DEP) Loss Behavior (Technical Report 823). Alexandria, VA: US Army Research Institute, Manpower and Personnel Policy Research Group.

Nelson, Abraham and Kearn, Cyril E. (1990). Delayed Entry Program (DEP) Attrition: A Microdata Model (Technical Report 889). Alexandria, VA: US Army Research Institute, Manpower and Personnel Policy Research Group.

Phillips, Chester E. and Schmitz, Edward J. (1985). A Microdata Model of Delayed Entry Program (DEP) Behavior (Technical Report 666). Alexandria, VA: US Army Research Institute, Manpower and Personnel Policy Research Group.

Ramos, B.J., (1998). Selling Recruits the Real Thing. *Navy Times*, 2 March, 24.

Salant, Priscilla and Dillman, Don A. (1994). How To Conduct Your Own Survey. New York, NY: John Wiley & Sons, Inc.

Schmitz, Edward and Nelson, Abraham (1984). Modeling The Enlistment Process for Personnel Planning. (Technical Report 1416). Alexandria, VA: US Army Research Institute for the Behavioral and Social Sciences.

Schmitz, Ed. (1997). CNRC brief at the Naval Postgraduate School, Monterey, CA.

Schuler, Colonel George W. and Perkins, Colonel Gordon R. (1988). A Study of the Effectiveness of the Pre-Entry Training Program of the Pennsylvania Army National Guard. Carlisle Barracks, PA: US Army War College.

Wanous, John P. and Baker, Herbert George. (1987). Development of Realistic Job Preview for the Long Beach Naval Shipyard (NPRDC TN 87-24). San Diego, CA: Navy Personnel Research and Development Center.

INITIAL DISTRIBUTION LIST

1. Defense Technical Information Center..... 2
8725 John J. Kingman Rd., STE 0944
Ft. Belvoir, VA 22060-6218

2. Dudley Knox Library..... 2
Naval Postgraduate School
411 Dryer Rd.
Monterey, CA 93943-5000

3. VADM Patricia A. Tracey..... 1
Chief of Naval Education and Training
250 Dallas St.
Pensacola, FL 32508

4. VADM(Ret.) Phil Quast..... 1
100 Campus Center
Seaside, CA 93955-8001

5. RADM Barbara E. McGann..... 1
Commander, Navy Recruiting Command
801 N. Randolph St.
Arlington, VA 22203-1991

6. RADM John B. Foley III..... 1
Assistant Chief of Naval Personnel for
Military Personnel Policy & Career Development
Pers -02
Washington DC 20370-5000

7. CAPT Cornelia Whitehead..... 1
Commanding Officer
Recruit Training Center
Great Lakes, IL 60088-5300

8. Professor Alice Crawford..... 2
Systems Management Department
Naval Postgraduate School
555 Dryer Road
Monterey, CA 93943

9. Professor Bernard Ulozas (Code 4972)..... 2
Department of the Navy
Naval Air Warfare Center
Training Systems Division
12350 Research Parkway
Orlando, FL 32826-3275
10. LT John D. Nell..... 2
Box 425
Spring Green, WI 53588

DUDLEY KNOX LIBRARY
NAVAL POSTGRADUATE SCHOOL
MONTEREY CA 93943-5101

3 483NPG
TH 2606
10/99 22527-200 FILE



DUDLEY KNOX LIBRARY



3 2768 00366784 1